**UNIVERSITY OF CENTRAL FLORIDA**

**EEX 4070: TEACHING EXCEPTIONAL STUDENTS**

Instructor Contact

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Course Information

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| Course Name | **TEACHING EXCEPTIONAL STUDENTS** |
| Course ID & Section, Room number | EEX 4070 Summer A  Teaching Academy 102 |
| Meeting Dates | Wednesday 9:00am-12:50pm  **Required dates**: 5/20, 6/17, 6/24  All other Wednesday’s are optional in lieu of online modules. |
| Credit Hours | 3 |

Course Description

The development and practice of effective teaching and management strategies for elementary regular classroom teachers to use in working with children with disabilities. All students taking this course should have taken EDG 4323 – Professional Teaching Practices

Participation by Students with Disabilities

If you need special accommodations in order to meet any of the requirements of this course, please contact us. This request must be made by the second class meeting. We will be happy to assist in making these arrangements. If you do require special accommodations, you are encouraged to notify the Office of Student Disabilities. The office is located in the Student Resource Center, (407) 823-2371/TDD Users Only (407) 823-2116. An extensive list of services is available on the website: http://www.sds.ucf.edu/main/sds/HomePage/hp2.html

Course Objectives

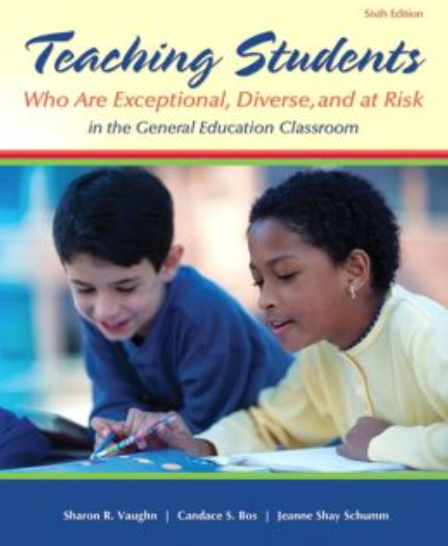
The course promotes the development of pre-service teachers as they grow into facilitating, reflective practitioners. (Key to objectives CEC – Council for Exceptional Children (CC – Common Core, K – Knowledge, S - Skill; ESOL – English to Speakers of Other Languages; FETC – Florida Essential Teaching Competencies; SLD VE – Florida Subject Area Competencies; AP – Accomplished Practices).



**Upon completion of this course, the student will be able to:**

* Discuss historical and legal foundations of exceptional education (CEC CC1 K1, K4, S2; SLD VE 1-1,2,3,4, SLD VE 10-8; AP 8).
* Discuss educational implications of characteristics of various exceptionalities (CEC CC2 K7; FETC 1-1, 28-1; SLD VE 2-1; AP 1,7).
* Identify typical procedures used for screening, pre-referral, referral, and classification (CEC CC3 K4; ESOL 12-1; FETC 4-4, 28-2; AP 1).
* Identify methods for monitoring progress of individuals with exceptional learning needs in the general education classroom (CEC CC3 K9; FETC 8-1,4, 7-4, 16-4).
* Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments (CEC CC3 S7; SLD 4-1,3; AP 1,9,10).
* Evaluate supports needed for integration into various program placements (CEC CC3 S11; SLD VE 3-1,2,3; AP 9,10).
* Evaluate demands of various learning environments such as individualized instruction in general education classes (CEC CC4 K2; AP 8,9,10).
* Develop and evaluate instructional and remedial methods, techniques, and curriculum materials (CEC CC4 K4, CC4 K5; SLD VE 5-1 thru 8, 6-1,2,3; AP 9,10).
* Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences (CEC CC4 S2; ESOL 4-2; FETC 2-4, 12-2,3; SLD VE 10-3; AP 8,9,10).
* Select, adapt, and use instructional strategies and materials according to characteristics of the learner in general education settings (CEC CC4 S8; FETC 16- 1,3; SLD VE 7-2, 10-4; AP 7 thru 10).
* Examine research-based best practices for effective management of teaching and learning (CEC CC5 K2; SLD VE 13-1,2,3; AP 3,7,8,9,10).
* Provide a rationale for establishing educational partnerships for serving students at risk (CEC CC7 K4; AP 2,11).
* Discuss roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program (CEC CC7 K4; AP 2,11).
* Communicate and consult with individuals, parents, teachers, and other school and community personnel (CEC CC7 S2; FETC 1-4; SLD VE 12-1; AP 2,11).
* Conduct needs assessment with regular classroom teachers and other school and community personnel for the purpose of integrating individuals with exceptional learning needs into various learning environments (CEC CC7 S6; SLD VE 4-1, 12-2; AP 1,2,9,10).
* Articulate the importance of the teacher serving as a model for individuals with exceptional learning needs (CEC CC8 K2).
* List and describe roles, components, and characteristics of general education (CEC CC4 K2; AP 7).
* Describe the paradigm shift of changing schools and the components of the change process (CEC CC 1 K1; AP 4,11).
* Discuss various approaches of peer-mediated instructional student grouping (CEC CC4 K4; AP 5,8).
* Describe comprehensive scheduling strategies for accommodating curricular and instructional adaptations (CEC CC4 K5; AP 10).
* List guidelines for establishing and evaluating team teaching (CEC CC3 S10; SLD VE 12-4; AP 3).

 Required Text

Teaching Students Who are Exceptional, Diverse, and At Risk in the General Education Classroom, 6th Ed

By Vaughn, Bos, & Schumm

Course Requirements

**1. Teachers in Action (Make a Difference Project)** Students will participate in a service learning project to be completed in their communities that support persons with disabilities. This assignment will include completion of a series of learning modules prior to engaging in the service project. This is a semester long project and should be started during week 1.

**2. Cinema Circles** Students will view movies of choice to gain an understanding of disability in society. Check the assignment section on the course website for movie choices and information on how to receive credit.

**3. Discussions** Students will participate in weekly discussions via discussion boards on webcourses or in class.

**4.** **Midterm Exam** The midterm will be based on content from the weekly modules and all course readings through week 3.

**5. Final Exam** The final will be based on content from the weekly modules and all course readings from the entire semester.

All instructors/faculty are required to document students’ academic activity at the beginning of each course. In order to document that you began this course, please complete the following academic activity; graded discussion board found in webcourses, by the end of the first week of classes or as soon as possible after adding the course. Failure to do so may result in a delay in the disbursement of your financial aid.

Make-up work and Missed Assignments

Students are expected to complete all activities by the dates listed. Please note due dates and be responsible for timely submission. Late work will not be accepted.

Exams will be posted for a one week period. It is recommended that students complete the exam at least 24 hours before the final due period to avoid submission problems.

Evaluation and Grading

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| Letter Grade |  |
| A | 90-100% points |
| B | 80-89% |
| C | 70-79% |
| D | 60-69% |
| F | Below 60% |
| Assignment | Points |
| Teachers in Action Project | 150 |
| Cinema Circle | 50 |
| Discussions | 70 |
| Participation | 30 |
| Midterm Exam | 50 |
| Final Exam | 150 |
| Total | 500 |

Academic Honesty

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the Office of Student Conduct for further action. See the UCF Golden Rule for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Disability Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371,

TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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