

**Department of Special Education
College of Education
Florida Atlantic University**

SPRING 2024

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Office: College of Education Room # 443
Class Day/Time: Wednesday 4:00–6:50 pm.
Fully online with Live Lecture

Office Hours: Online only Wednesday 2:00-4:00

COURSE NUMBER: EEX 4070 (10878)

COURSE TITLE: INCLUSIVE EDUCATION FOR GENERAL EDUCATORS

INSTRUCTIONAL METHOD: Fully online class with Live Lecture. The class meets virtually in Canvas every Wednesday at 4:00 pm.

CATALOG DESCRIPTION:

This course offers general education majors the opportunity to understand their roles and responsibilities in teaching students with disabilities in inclusive settings. This course is designed to develop awareness and competence in teaching students with special needs and diverse populations. Students will explore communication skills necessary for effective collaboration between students, parents, and other school professionals. This course is only for general education majors. Up to fifteen hours of video observation of exceptional students is required.

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

This course develops reflective decision-makers by providing opportunities to directly observe classroom teachers and settings and write thoughtful summaries of classroom management techniques and teaching strategies. Students also demonstrate reflective decision-making through the development of teaching materials adapted and adjusted for students with exceptional learning needs. Additionally, the course requires the development of effective interviewing skills when gathering information from family members and teachers who work closely with the student with a disability.

REQUIRED TEXTS:

Lewis, B. R., Wheeler, J. J., Carter, L. S. (2017). *Teaching Students with Special Needs in General Education Classrooms* (9th Ed.). Boston, MA: Pearson. ISBN is 9780134600062

Open the following link to register and get your e-book from Pearson using FAU email address.

TECHNOLOGY:

Email: Your FAU email address will be used.

Computer: Canvas. This course is web-assisted through the FAU Canvas site. PowerPoint slides, videos, some handouts, forms, and resources are available on the website. To access Canvas, please go to the website at: <http://canvas.fau.edu> to log in. (Do not type www). Your user name is the same as your FAUNet ID. Your password for Canvas is your FAU email password. If you need to set up a new password for Canvas, your initial password is your PIN (that is 2 zeros followed by your 2-digit DAY of birth and 2-digit YEAR of birth).

Course Delivery Mode

This is a fully online Live Lecture course accessible only through FAU's learning management system—Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments for this course. If you do not know your FAU ID or Password, click the following link for help.

<http://www.fau.edu/oit/accounts/index.php>

The course is organized into weekly units, with dates provided for each unit. The course begins with a START HERE unit that will familiarize you with the organization and navigation of the course. Each week on Wednesdays at 4:00 pm, you log into Canvas for Live Lecture and access the reading materials, PowerPoints, videos, and other materials relevant to the week's topic and your assignments for each week listed within the unit.

Computer Requirements

- Operating System
 - A computer that can run Mac OSX or Win XP or higher
- Peripherals
 - A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
- Software
 - Please visit the <http://canvas.fau.edu> located at the top of each Canvas page for LMS compatibility with your computer. Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
 - Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for Canvas Collaborate sessions.

Required Technical Skills

To be successful in this course, you should be familiar with and be able to execute the following technological skills:

- *Creating and posting to a discussion board, blog, or Wiki*
- *Taking a test through Canvas*
- *Attaching documents*
- *Copy and paste functions*
- *Microsoft Office tools: Word, PowerPoint, Excel*
- *Searching the FAU library and websites*

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- State of Florida Certification Standards for Varying Exceptionalities
 - CEC International Standards for Preparation and Certification of Special Education Teachers
 - State of Florida Accomplished Practices (EAP)
 - Florida Subject Area Competencies ESOL (ESOL)
- (Appendix A of this syllabus presents the applicable standards for this course.)

COURSE OBJECTIVES:

Following the completion of this course, the successful student will be able to:

1. Describe the characteristics of students with disabilities (CEC cc 2K2, 2K6) (ESOL D1:S1.1.a)
2. Define inclusive education and related terms (CEC gc1K5, 1K8)
3. Identify the legal support for inclusive education (CEC cc1K2)
4. Identify the roles of teachers in inclusive settings (CEC cc5K4)
5. Understand the need for sensitivity toward individuals with learning and behavior differences (CEC cc9S6, gv5K1) (ESOL D1:S1.1.a, D5:S5.1.c)
6. Define and give a rationale for collaboration (CEC cc10K1)
7. Identify effective communication skills for varied settings (CEC cc10K4, 10S7, 10S10)
8. Identify effective collaborative strategies (CEC cc10K1, gc10K2)
9. Describe effective organizational and management skills appropriate for inclusive settings (CEC cc5K2, 5k3, gc5K2, 5K3, cc5S1) (EAP a.2.d, a.2.h, a.3.h)
10. Describe various ways of adapting and modifying the classroom and instruction to meet student needs (CEC cc4S3, gc4S1, 4S6, 4S7, 4S11) (EAP a.2.h, a.3.a, a.3.h)
11. Identify ways to work effectively with parents (CEC cc10K2, 10K3, gc10K1) (ESOL D1:S1.1.e.)

COURSE CONTENT:

Part I Introduction to Inclusive Classrooms

- Promoting Success for All Students
- Collaboration and the Team Approach
- Students with Disabilities and Other Types of Special Needs
- Diversity in Today's Classrooms

Part II Skills for the General Education Teacher

- *Arranging the Learning Environment and Modifying Instruction*
- Encouraging Positive Classroom Behavior
- Promoting Social Acceptance
- Monitoring Student Performance Using Response to Intervention

Part III Strategies for Teaching Students with Disabilities

- Teaching Students with Learning Disabilities
- Teaching Students with Communication Disorders
- Teaching Students with Emotional or Behavioral Disorders
- Teaching Students with Autism Spectrum Disorder
- Teaching Students with Intellectual Disabilities
- Teaching Students with Physical and Health Impairments Including ADHD
- Teaching Students with Visual and Hearing Impairments

COURSE REQUIREMENTS:

1. SYLLABUS QUIZ (3% of the course grade)

Students must read the syllabus, take the syllabus quiz, and be familiar with all the assignments, due dates, and points assigned for each assignment (see due dates).

2. CHAPTER Quizzes (28% of the course grade)

For each chapter, you will have to test your knowledge of that chapter. After you read the chapter from the book, PowerPoint slides, and watched videos, you must take the test. Chapter tests are worth 25% of your course grade.

3. FAMILY INTERVIEW (CRITICAL ASSIGNMENT) (24% of the course grade)

Students will identify parents or family members through your parents, relatives, coworkers, friends or individuals with disabilities (above the age of 18) from local, in-state, and out-of-state to interview. Since a face-to-face interview may not be possible or advisable due to (since) Covid-19, conduct your interview via Zoom, Skype, phone, or other media.

Students will then submit a written report (**4-5 pages double, spaced**) summarizing and reflecting on the interview. First names only are to be used in the report. Written composition skills, as well as content, will be evaluated. (A scoring rubric will be used to grade the assignment at the end of this syllabus. You must attach this rubric with your name on it). The **reflection** is an important component. A brief introduction that includes a description of the disability, the relationship of the interviewee to the individual with the disability, and any other relevant background information should be placed before the actual interview itself. There are three parts to the paper: 1) questions and planning information (who did you interview? What was the disability, the student with the disability's demographic background, and how many questions did you ask for the interview), 2) summary of the interview, and 3) reflection and reaction (see Scoring Rubric). Written composition skills including grammar, spelling, and content will be evaluated. **Upload your Family Interview to the LiveText after I grade it.**

LiveText Statement (Required Resources: LiveText

Students in this course must have an active LiveText account to track mastery of program skills, competencies and critical assignments and to meet program and college accreditation requirements. Information regarding obtaining an account is provided on the College of Education website:

<https://www.fau.edu/education/students/livetext/>

Sample Interview Questions

1. What is your relationship to the individual (you may substitute the person's name here) who has the disability?
2. When did you first learn of your family member's disability? Tell me about how you learned of their disability and how it was explained to you.
3. Who first made the diagnosis? What was your reaction to the diagnosis?
4. How did they advise you to proceed in caring for your loved one?
5. Were you provided with or directed to resources that could give you more information about the disability? If so, what were they?
6. What are the individual's strengths, gifts, and abilities?
7. What are the individual's needs?
8. What is a typical day like for the individual?
9. How have your family members reacted to your loved one with the disability?
10. How do others outside your family react to your loved one, including children and adults?
11. What has your experience with the school system been like? What do you think of the IEP process?
12. How do you feel about the professionals you have had to deal with, e.g., doctors (if appropriate), teachers, school administrators, and others such as teacher assistants, therapists, etc.?

13. What do you think of the concept of inclusion or the integration of your family member in regular education classrooms?
14. What is the most challenging problem you face in rearing your child?
15. What are your expectations for your child?
16. What does your child usually do between school and dinner?
17. What does your child usually do between dinner and bedtime?
18. What activities does your family do for entertainment away from home?
19. What are some of the problems you have with your child during vacation (when there is no school, for example, teacher planning days, holiday breaks, summer, etc.?)
20. Would you like to say anything about your experiences as a parent of a child with a disability that we haven't discussed?
21. Do you have any advice for me as a future teacher?

Interview Reminders

- If a parent answers a question before you ask it, do not ask it just for the sake of completeness!
- If a parent makes a comment you do not understand, ask him or her for an example to clarify or to speak further about the response.
- Be sure to thank parents for their time and assure them that their privacy will be protected. Use only first names in reporting your information.

Interview Report

Make sure to write a good summary of your interview incorporating all the questions you asked during the interview. A good summary is enough. Don't repeat the question and answer format to each question in addition to the summary. At the end of your summary, make sure you have your reflection and reaction connecting the course content you learned in class with the overall interview (it has 15% points). The entire report should not exceed five double-spaced pages font size 12. If you have used up all the questions listed above to interview, you don't have to list the questions at the end. If you only used selective questions, then type those questions on the sixth page and include them along with the report.

The report must have the following three subheadings:

Introduction

1) questions and planning information (who did you interview? What was the disability, the student with the disability's demographic background, and how many questions did you ask for the interview)? What is the mode of interview format (phone, Zoom, Skype, WebEx, etc.) used? The introduction paragraph must be one big paragraph.

Summary of the Interview

For all the questions you asked, you need to write a summary of the interviewee's responses in a cohesive way. It should flow smoothly from your first question to the last question. Remember, it is a summary, so you should not list questions and provide the interviewee's response. You need to summarize the whole interview. This summary section should be about three pages long.

Reflection and Reaction

The reflection section must include course content related to your interview information. This means what you learned from the book and class up until the interview and how they relate to your interviewee's school experience, IEP process, after-school, life, and community experiences. Based on the disability your interviewee talked about, you must review that specific disability-related chapter(s) in the book or research it

to provide an in-depth reflection. This reflection section is worth (45% for this assignment) and should be at least one full page (see Scoring Rubric). The rubric has all these three topics listed.

Finally, the written composition skills, including grammar and spelling, as well as content, will be evaluated using your rubric. Upload your Family Interview report on Canvas with your report before 11:59pm on April, 2024. Once I grade your paper, I will send you a message in Canvas to upload it onto LiveText. Again, ensure you attach your rubric from the syllabus and your report.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered. **For this course, the Educator Accomplished Practices (EAP 5.1, 7.1) will be measured by the Family Interview, the Critical Assignment.** Please carefully read the DSE departmental policy on critical assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course** but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the "I" will be changed to a grade for the course. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be C- or below, regardless of the total points earned in the course.
- **If a student is not passing the course**, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

4. OBSERVATION AND SUMMARY REPORT

The report should be based upon **15 hours** of Field Experience observations and it must be completed in **3 days or more** (not two) **days**. (See Appendix B for specific directions on applying for Field Experiences)

The student will write one report (**5 pages double spaced**) based on observations made in classroom settings (self-contained programs for children with various disabilities, special education (ESE) resource rooms, inclusion (general education) classrooms with ESE students, and/or early childhood special education programs). Students may observe in more than one special education setting for this requirement. The observation paper should particularly address the ways in which different learning needs and developmental levels are addressed in the classroom. The observation paper is to focus on any **three (3)** of the following areas and discuss them in depth. **Use the selected three areas as subheadings to prepare and type your paper**. The student is to demonstrate the connection between concepts read about in the text and discussed in class, and actual classroom practices. The **paper is to conclude with an in-depth paragraph that is a reflection** on what the student has learned from the observation experience. Written composition skills, including spelling and grammatical structure, will be graded as well as the content of the reports. **Do not upload Observation Report on to Livetext.**

Students are to select three (3) of the following areas as the focus of their report:

- Classroom management techniques
- Discipline plan and methods
- Transitioning routines
- Utilization of special equipment and/or adaptive technology
- Use of learning centers for ESE students
- Appropriateness of curriculum for ESE students
- Students with disabilities involvement in lesson/activity
- Grouping arrangements and placement of students with disabilities in those groups
- Interactions between students with disabilities and teacher(s)
- Interactions between students with disabilities and general education students
- Types of materials available in the classroom and suitable for ESE students
- Teaching methods and suitability for ESE students
- Teaching adaptation/modifications for students with disabilities
- Similarities/differences between students with disabilities and general education students
- Collaboration/cooperation between general education teachers and ESE (special education) teachers
- Utilization of volunteers / para-professionals

FIELD EXPERIENCE REQUIREMENT AND INFORMATION

As stated above, this course requires 15 hours of school-based field experience observations. Appendix B (Field Experience Information for ESE Students) provides detailed information about applying for field experience placements and security clearance requirements for the counties and school systems served by FAU.

Students are required to keep a log documenting the observation experiences. Observation Log forms require the signature of the host teacher or the program director during each visit. Observation Logs are to be submitted along with the Observation Report. (See Appendix C for a copy of the Observation Log)

NOTE: This requirement has been specified in the FAU University Catalog. Students who do not complete the required hours will receive an Incomplete for the course which must be completed within one semester or the student will receive a failing grade.

Student Observer's Guide (EEX 4050)

BEFORE THE OBSERVATIONS:

- Bring your Owl's id, driver's license or state issued valid ID with you.
- Bring the course syllabus from your professor.
- Know what your professor requires of you.
- Cooperate with the instructions of the school/center/site personnel in regard to policies.
- Be reliable and punctual, and stick to your schedule once you set it.
- If illness or an emergency should require you to be absent or late, it is your responsibility to let the teacher and/or administrator know as soon as possible.

AT THE SCHOOL/CENTER/SITE:

- Dress professionally.
- Respect the dignity and professional rights of all staff.
- Treat confidential information in a responsible manner.
- Abide by all policies, practices, and rules of the site.
- Use good judgment and professional behavior.

MEANINGFUL OBSERVATIONS:

- Purposeful observations help you to grow.
- Observation, to be effective, must be specific.
- You should not approach the task casually but identify particular observational goals for each observation. For example:
 - a. Service delivery system
 - b. Teaching methods
 - c. Behavior management techniques
 - d. Cultural diversity
 - e. Methods used for family involvement
 - f. Collaboration/cooperation

FOLLOWING THE OBSERVATION:

- Thank teachers/staff members, etc., for the opportunity to observe them.
- Be professional and ethical. Avoid discussion of personalities. Do not criticize the teachers, school administration, facilities, or any other related operation phase.
- Maintain confidentiality in dealing with student information.
- Accept suggestions in a respectful and open way.
- Practice good interpersonal skills with students, teachers, staff, and administrators.
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APPENDIX B**Field Experience Information for EEX-4070 Students****STEPS TO RECEIVING A PLACEMENT AND CLEARANCE**

The below links have all the information you need for field placement, including how to get placed.

Please see this video <https://watch.screencastify.com/v/ffD7SSog2j1W1zeJ4c0e> to learn all about it!!

The Placement Application can be found at this link:

<https://docs.google.com/forms/d/e/1FAIpQLSeewvhyC1Y6fcXngQ3hSsMmnpHxK3SVcpELtxBDKxxNRvy5ZQ/viewform> OR

<https://forms.gle/F8G2zerKPx1Eq38s7>

Quick Links to Important Information can be found at this link:

<https://drive.google.com/drive/folders/1xbgsSbTgPKFkPxyKDs1rGyOozkS07O1A>

Broward Placement Steps:

<https://drive.google.com/drive/folders/1xbgsSbTgPKFkPxyKDs1rGyOozkS07O1A>

Please note the placement timeline below as you plan for your field assignments:

January 1 – January 8 – Student Teaching Placements Finalized

January 1 – January 19 – Practicum Placements Processed

January 22 – March 1 – Field Experience Placements Processed

A field component is a requirement of this course. A field experience allows the FAU student the wonderful opportunity to observe and work with children directly in an instructional setting. It is the worthwhile experience when students are able to make the association of educational theory into practice. The required field experience hours are **IN ADDITION** to university course lecture and **CANNOT** overlap instruction for this or any other course.

Absences: STUDENTS ARE REQUIRED TO CALL AND REPORT ABSENCES. STUDENTS MUST CALL AND LEAVE A MESSAGE FOR THE ASSIGNED CLASSROOM TEACHER ON OR BEFORE THE SCHEDULED DATE OF FIELD PLACEMENT. Academic penalties and/or continued admittance into the school/community center may be enforced for individuals who do not adhere to the schedule of field placement visits.

Grading: A student's grade will be affected if they do not complete field placement assignments and hours as required by the course. Students need to discuss specific consequences with their University Instructor.

5. Revel Chapter Self-Check Quizzes

Pearson Revel is designed to provide application opportunities (by watching videos and reading materials) to analyze current practices in inclusive education. These activities are additional resources that will enhance your understanding of each chapter. Each chapter has self-check quizzes to assess your comprehension of the chapter materials. These quizzes will also help you do better on the chapter quizzes.

6. Seven Sins Article (5% of the course grade)

[Worrell, Jamie L](#) (2008). How secondary schools can avoid the seven deadly school "sins" of inclusion.

[American Secondary Education](#) Vol. 36 Issue 2, p43-56.

<http://eds.b.ebscohost.com.ezproxy.fau.edu/eds/pdfviewer/pdfviewer?vid=2&sid=12c949df-742c-41dc-80d7-251b92a463f6%40sdc-v-sessmgr03>

Seven Sins article:

Dr. Jamie Worrell identified seven sins as barriers to inclusive education practices in her article. Also, she advised how to avoid each sin. Your task for this assignment is to write (type) two paragraphs. The first paragraph should be a summary of the article in your own words (don't retype the abstract. I will compare your summary with the abstract). In the second paragraph, provide your own idea (don't repeat Jamie's ideas) of how you will avoid each sin to give the best inclusive education to your students with disabilities once you become a general education teacher.

I have provided you with a link to the article. Also, you will find this article at FAU's Library Search Wise page. You will see a search option when you click on the Library tab from FAU's main page. Type the name of the article and you will find this article.

7. Chapter Assignments (15% of the course grade)

There are nine chapter assignments. You are required to read the directions, complete the assignments, and submit them on the due dates mentioned in the course schedule page.

8. Attendance, discussion, and class activity (10% of the course grade)

As part of the course, you are required to log into Zoom from this course Canvas at 4:00pm every Wednesday for the remainder of the Spring semester. You will be asked to participate in a verbal discussion or asked to post an original submission to the **discussion board** and reply to at least 2 other students' posts with a substantive response. A substantive response adds value to the discussion by bringing new ideas, research, evidence, etc. to the conversation. "I agree," "Ditto" and the like are not acceptable replies. Rules of Netiquette must be followed. Replies are not texting with your friends. Full sentences, proper spelling, proper source citations, etc., are expected. Also, you will complete class activities during the class (if you miss an activity, you lose points).

Ensure that postings contain detailed responses to each question and that course and chapter contents are applied in your discussion responses. For example, consider taking a new approach in presenting chapter content, citing new examples, and presenting external research (paraphrase, avoid unnecessary and/or lengthy quotations; **do not plagiarize, cite references**).

All original posts must be submitted by due dates. Responses to peers are due at 11:59pm, EST, on Saturday of the week after posting each discussion assignment.

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

As reflective decision-makers, students choose to practice ethical behavior during class, in the university community, and while participating in field experiences. All students are expected to demonstrate a professional demeanor in their FAU courses, including attendance, participation, and responsible attention to requirements and deadlines necessary for the successful completion of this course.

TEACHING METHODOLOGIES:

Methods of instruction include Live lectures using PowerPoint slides for each chapter, discussions, application activities, case studies, and media presentations. Participants will acquire knowledge and skills related to teaching students with exceptionalities, including students from various cultural, religious, ethnic, socioeconomic, and language backgrounds.

ASSESSMENT PROCEDURES

Assignment	% of Course Grade
Syllabus Quiz	3%
Chapter Quizzes	28%
Family Interview (Critical Assignment)	24%
Observation Report	15%
Seven Sins Article	5%
Discussion Board	10%
Chapter Assignments	15%
TOTAL	100%

GRADING (ESE GRADING SCALE):

Activity scores are cumulative, and the grade scale represents the percentage of total points earned.

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = Below 60

POLICIES AND PROCEDURES

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and satisfy all academic objectives outlined by the instructor. The instructor determines the effect of absences on grades, and the

University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, class activities, and professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic teams, musical and theatrical performances, and debate activities). The student is responsible for giving the instructor notice before any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily before the next scheduled class meeting. Instructors must allow each student absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Online Attendance Policy

Since the course is delivered online, you are expected to access the course in Canvas for live lecture on Wednesdays from 4:00-6:50pm and **at least three more times per week** to ensure you do not miss pertinent postings, messages, tests, assignments, discussion boards or announcements. You must meet course deadlines and stay active in discussion boards, etc. If you are experiencing significant illnesses, absences due to university duties, or other large-scale issues, contact the instructor immediately to formulate a resolution (if possible).

POLICIES:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the time span of the course.
2. Students are encouraged to get in touch with the instructor if there are concerns or problems relating to the course.
3. All written assignments must be typed double-spaced with the name and number of the assignment.
4. Feedback and grades for assignments will be posted in Grade Book a week after submission. Students will be notified should there be a change in dates.
5. Due dates for assignments are provided in the course schedule and will be enforced.
- 6. If due dates are missed, the assignment prompt will not be available on Canvas. You will have to contact the instructor to get the assignment prompt via email. It becomes late assignment submission and you will lose 30% of the points for completing the assignment outside of Canvas. Never miss your assignment due dates. If you have to miss the due date despite knowing it from day one, you must email the professor as soon as possible to work it out.**

Classroom Etiquette Policy/Netiquette

Due to the casual communication common in the online environment, students are sometimes tempted to relax their grammar, spelling, and/or professionalism; remember, you are adult students and professionals—your communication should be appropriate. You are expected to use correct spelling and grammar and write in complete sentences. Also, please note that you do not have the advantage of voice inflection or gestures in the online environment. As a result, sarcasm can come across as very damaging, so this form of communication should be avoided. When responding to classmates' posts, remember that you are responding to the ideas of the writer: keep your communication professional and on-topic.

Communication Policy

- Announcements
 - You are responsible for reading all announcements posted by the instructor. Check the course announcements and your email each time you log in to be sure you have read all of them since your last login session.

- Course-related Questions
 - Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, review this forum before posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, the instructor will generally answer questions within 48 hours.
- Email Policy
 - Except for Saturdays, Sundays, and holidays, the instructor typically will respond to email messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.
- Assignment Feedback Policy
 - **Feedback will be provided to all submitted assignments within one week of the submission date.** Some assignments may require a longer review period, which will be communicated to you by your instructor.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact [Canvas Support Hotline \(Students\)](#) 1 (855) 691-7827 or the eSuccess Advisor, at 561-297-3590
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit <http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux>.
3. Complete a Help Desk ticket <http://helpdesk.fau.edu/>. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. This includes:
 - a. Select "Canvas (Student)" for the Ticket Type.
 - b. Input the Course ID.
 - c. In the Summary/Additional Details section, include your operating system, Internet browser, and Internet service provider (ISP).
 - d. Attach the Print Screen file, if available.
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)

Office: <http://www.fau.edu/sas/> SAS offices are located on Boca, Davie and Jupiter campuses. Boca Raton, SU 133 (561) 297-3880; in Davie, LA 240 (954) 236-1222; in Jupiter, SR 110 (561) 799-8010; or at the Treasure Coast, CO 117 (772) 873-3382 and follow all SAS procedures."

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER:

Life as a university student can be challenging physically, mentally, and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services {CAPS} Center. CAPS provides FAU students a range of services- individual, counseling, support meetings, and psychiatric services, to name a few-offered to help improve and maintain emotional well-being. For more information, go to <http://fau.edu/counseling>.

Code of Academic Integrity Policy Statement

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the University's mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive to the university community, which is grounded in a system of mutual trust and places a high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).

[Plagiarism](#) is unacceptable in the University community. Academic work that is submitted by students is assumed to be the result of their own thought, research, or self-expression. When students borrow ideas, wording, or organization from another source, they are expected to acknowledge that fact in an appropriate manner. Plagiarism is the deliberate use and appropriation of another's work without identifying the source and trying to pass-off such work as one's own. Any student who fails to give full credit for ideas or materials taken from another has plagiarized. This includes all discussion board posts, journal entries, wikis, and other written and oral presentation assignments. If in doubt, cite your source!

Religious Accommodation Policy Statement

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments (remember assignment due dates are made known to you in January. So, submit your assignments in advance). For further information, please see [Academic Policies and Regulations](#).

University Approved Absence Policy Statement

In accordance with rules of the Florida Atlantic University, students have the right to reasonable accommodations to participate in University approved activities, including athletic or scholastics teams, musical and theatrical performances and debate activities. It is the student's responsibility to notify the course instructor at least one week prior to missing any course assignment.

Incomplete Grade Policy Statement

A student who is passing a course but has not completed all work due to exceptional circumstances may request an incomplete grade and, with the instructor's consent, temporarily receive an incomplete grade ("I"). The assignment of the "I" grade is at the discretion of the instructor but is allowed only if the student is passing the course.

The specific time required to make up an incomplete grade is at the discretion of the instructor. The College of Education policy on the resolution of incomplete grades requires that all work required to satisfy an incomplete ("I") grade must be completed within a period of time not exceeding one calendar year from the assignment of

the incomplete grade. After one calendar year, the incomplete grade automatically becomes a failing ("F") grade.

Withdrawals

Any student who decides to drop is responsible for completing the proper paperwork required to withdraw from the course.

Support Services and Resources

Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class
University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Office for Students with Disabilities Website:	http://osd.fau.edu/
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising

Code of Academic Integrity

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BIBLIOGRAPHY

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- Taylor, R., Smiley, L., & Richards, S. (2022). *Exceptional students: Preparing teachers for the 21st century* (4th ed.). Boston: McGraw-Hill.
- Lewis, B. R., Wheeler, J. J., Carter, L. S. (2017). *Teaching Students with Special Needs in General Education Classrooms* (9th Ed.). Upper Saddle River, NJ: Pearson Education.
- Salend, S.J. (2016). *Creating inclusive environments: Effective, differentiated and reflective practices* (8th ed.). Upper Saddle River, N.J.: Pearson Education.
- Smith. T., Polloway, E., Taber-Doughty, T., Patton, J., & Dowdy, C. (2016). *Teaching students with special needs in inclusive settings* (7th ed.). Upper Saddle River, NJ: Pearson Education.

APPENDIX A

GUIDELINES USED IN THE DEVELOPMENT OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

What every special educator must know: Ethics, standards and guidelines for special educators (6th ed.)
2009. Reston, VA: CEC Publications.

1. Foundations

- cc1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation
- cc1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

1. Development and Characteristics of Learners

- cc2K2 Educational implications of characteristics of various exceptionalities
- cc2K6 Similarities and differences among individuals with exceptional learning needs

2. Individual Learning Differences

- cc3K1 Effects an exceptional condition(s) can have on an individual's life

4. Instructional Strategies

- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- gc4S1 Use research-supported methods for academic and non-academic instruction of individuals with exceptional learning needs
- gc4S6 Modify pace of instruction and provide organizational cues
- gc4S7 Use appropriate adaptations and technology for all individuals with exceptional learning needs
- gc4S11 Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory and retrieval

3. Learning Environments and Social Interactions

- cc5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
- cc5K3 Effective management of teaching and learning
- cc5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs
- gc5K1 Barriers to accessibility and acceptance of individuals with exceptional learning needs
- gc5K2 Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs
- gc5K3 Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings
- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued

9. Professional and Ethical Practice

- cc9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals

10. Collaboration

- cc10K1 Models and strategies of consultation and collaboration
- cc10K2 Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program
- cc10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns
- cc10K4 Culturally responsive factors that promote effective communication and collaboration

with individuals with exceptional learning needs, families, school personnel, and community members

cc10S7 Use group problem-solving skills to develop, implement, and evaluate collaborative activities

cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

D1, S1.1 Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

D5, S5.1 Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES 2010

a.2.d Quality of Instruction: learning environment: Respects students' cultural, linguistic, and family background

a.2.h. Quality of Instruction: learning environment: Adapts the learning environment to accommodate the differing needs and diversity of students

a.3.h. Quality of Instruction: instructional delivery and facilitation: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students

a.3.a. Quality of Instruction: instructional delivery and facilitation: Deliver engaging and challenging lessons

COURSE SCHEDULE FOR THE SEMESTER

DATE	TOPICS	ASSIGNMENTS/DUE DATES
<i>Introduction</i>	Syllabus and Canvas Review	Read the syllabus and familiarize yourself with C a n v a s . Make sure you have an FAU email- that is where all your info/emails will be sent.
<i>1/10/24</i>	Promoting Success for All Students	Read Chapter-1 One-page summary due
<i>1/17/24</i>	Collaboration and the Team Approach	Read Chapter-2 Chart due
<i>1/24/24</i>	Students with Disabilities and Other Types of Special Needs	Read Chapter-3 Chapter assignment due
<i>1/31/24</i>	Diversity in Today's Classrooms	Read Chapter-4
<i>2/7/24</i>	Arranging the Learning Environment and Modifying Instruction	Read Chapter-5
<i>2/14/24</i>	Encouraging Positive Classroom Behavior	Read Chapter-6 Seven Sins article review due
<i>2/21/24</i>	Promoting Social Acceptance	Read Chapter-7 Chapter assignment due
<i>2/28/24</i>	Monitoring Student Performance Using Response to Intervention	Read Chapter-8 RTI report due
<i>3/6/24</i>	Spring Break – No Class	
<i>3/13/24</i>	Teaching Students with Learning Disabilities	Read Chapter-9
<i>3/20/24</i>	Teaching Students with Communication Disorders	Read Chapter-10 Chapter assignment due
<i>3/27/24</i>	Teaching Students with Emotional or Behavioral Disorders	Read Chapter-11 Family Interview Due Chapter assignment due
<i>4/3/24</i>	Teaching Students with Autism Spectrum Disorder	Read Chapter-12 Chapter assignment due
<i>4/10/24</i>	Teaching Students with Intellectual Disabilities	Read Chapter-13 Video Observation Report Due
<i>4/17/24</i>	Teaching Students with Physical and Health Impairments Including ADHD. Teaching Students with Visual and Hearing Impairments	Read Chapter-14 Chapter assignment due Read Chapter-15 Chapter assignment due
<i>4/24/24</i>	Reading Day	

EEX 4070 Components of the Family Interview Paper Assignment and Values Rubric

EEX 4070 Components of the Family Interview Paper Assignment and Values Rubric (Attach this Rubric with your paper)

	Exemplary (90-100%) (21.6-24 pts)	Satisfactory (73-89%) (17.52-21.36 pts)	Emerging (64-72%) (15.36-17.28 pts)	Unsatisfactory (0-71%) (<15.12 pts)	No Submission (0%) (0 pt)
Plan for interview process and questions (25% =6pts)	Develops excellent questions tied to course content	Develops adequate questions tied to course content	Develops partially adequate questions tied to course content	Develops inadequate questions tied to course content	Student failed to submit assignment, or failed to submit on time.
Summary of Response to questions (15% = 3.6 points)	Provides excellent insight into interviewees' responses	Provides adequate insight Into interviewees' responses	Provides partially adequate insight Into interviewees' responses	Provides inadequate insight into Interviewees' responses	Student failed to submit assignment, or failed to submit on time.
Overall reaction and reflection.FL-FAU-FEAP-2013.A. 2 FL-FAU-FEAP-2013.A.2.d (45%= 10.8 pts)	Provides excellent course-content-related reflection to overall interview	Provides adequate course-Content-related reflection to overall interview	Provides partially adequate course-Content- related reflection to overall interview	Provides inadequate course-Content- related reflection to overall interview	Student failed to submit assignment, or failed to submit on time.
Mechanics (15%= 3.6points)	Correct grammar, punctuation, and person first language is consistently applied	Correct grammar punctuation and person first language is mostly applied	Correct grammar, punctuation and person-first language is developing. Some distraction to intent and/or meaning is evident.	Correct grammar, punctuation and person first language is inconsistently applied	Student failed to submit assignment or failed to submit on time.

APPENDIX C
Field Experience Log for Student Observations EEX-4070 (Spring 2024)
DSE Spring 2024

NAME: _____

Course: _____ **Instructor:** _____

Date: _____ **Time Began:** _____ **Time End:** _____ **Total time:** _____

Observation Site: _____

Class or Activity: _____ Contact Phone #: _____

Teacher/staff **Name** (*please print*) _____

Student's signature

Cooperating Teacher/staff signature.

Date: _____ **Time Began:** _____ **Time End:** _____ **Total time:** _____

Observation Site: _____

Class or Activity: _____ Contact Phone #: _____

Teacher/staff (*please print*) _____

Student's signature

Cooperating Teacher/staff signature.

Date: _____ **Time Began:** _____ **Time End:** _____ **Total time:** _____

Observation Site: _____

Class or Activity: _____ Contact Phone #: _____

Teacher/staff (*please print*) _____

Student's signature

Cooperating Teacher/staff signature.