



Fall 2023

COURSE NUMBER: EEX 4050 (Section 001/CRN 12981)

COURSE TITLE: OVERVIEW OF PROGRAMS FOR STUDENTS WITH EXCEPTIONALITIES

Instructor: Dr. Rangasamy Ramasamy, Professor of Special Education

Office Hours: Online Only Tuesdays and Thursdays 1:00-4:00 pm

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Office: 433, College of Education, Boca Raton

Class Day/Time: Tuesdays 4:20-7:00 pm

Instructional Method: Fully online Zoom class with Live Lecture. Class meets virtually via Canvas every Tuesday at 4:20pm.

CATALOG DESCRIPTION:

This is an overview course examining issues in providing educational services to individuals with disabilities. Emphasis will be placed on definitions and concepts, theories of learning, classification, prevalence, etiology, behavioral characteristics, prevention and intervention strategies, multicultural issues, and family involvement. Service delivery systems will be reviewed, and current trends discussed.

PREREQUISITE or COREQUISITE: Prerequisite EEX 2091 or equivalent
Corequisite EEX 4101

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions by using and reflecting on data from research to improve professional practice. The student will also exhibit ethical behavior and provide evidence of being a capable professional by demonstrating a professional demeanor in class and field-based experiences which includes active participation in class and responsive attention to the successful completion of course assignments.

REQUIRED TEXTS:

Taylor, R., Smiley, L., & Richards, S. (2022). Exceptional students: Preparing teachers for the

21st century (4th ed.). Boston: McGraw-Hill.

TECHNOLOGY:

E-mail: **Only** Your FAU e-mail address will be used.

“Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto forwarded to another email account.”

Computer: CANVAS- This course is web assisted through the FAU CANVAS site. All handouts, lecture notes, activities or power point presentations will be available on the website. Access the Canvas site here: <https://canvas.fau.edu> (Do not type www).

Electronic access to the Textbook: Companion website to the textbook:

www.ablongman.com/friend3e

Sample test questions, and other resources are available.

Live Text. Students in this course are required by the College of Education to have an active Live Text account to track mastery of programs skills, competencies, and critical assignments and to meet program and college accreditation requirements. Students must have an account within the first four (4) weeks of the fall semester. Students who do not have an active Live Text account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

VIDEOS:

- *Teaching Students with Special Needs* (Allyn & Bacon Professional Action Series)
- *HOW DIFFICULT CAN THIS BE: THE F.A.T. CITY WORKSHOP.*
- *I'm Not Your Inspiration, Thank You Very Much* (Stella Young)
- The Difference Between Winning and Succeeding (John Wooden)
- Our Failing Schools. Enough is Enough (Geoffrey Canada)
- YouTube and/or other videos as assigned

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

- CEC International Standards for Preparation and Certification of Special
- Education Teachers (CEC)
- State of Florida Certification Standards for Exceptional Student Education (ESE)
- State of Florida Accomplished Practices (EAP)
- Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus)

COURSE OBJECTIVES:

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

1. Explain and present historical definitions and classification systems of various disabilities. (CEC bd1K1, dd1K1, ld1K5, gc1K1, cc1K5) (ESE 1.4) (ESOL D5: S5.1.e)
2. Identify the general classroom teacher's role and responsibilities in the referral process, assessment, and educational programming for students with disabilities. (CEC cc5K4) (EAP a.1.e, a.4.f) (ESOL D1: S1.1.a)

3. Participate in class activities in order to better understand students who have special gifts or talents, intellectual disabilities, learning disabilities, speech and language impairments, hearing impairments, visual impairments, behavioral disorders, multiple and severe disabilities, and physical disabilities or health impairments, as well as different cultural characteristics. (CEC cc9S4) (ESOL D1:S1.1.b)
4. Identify the social, learning, physical, and behavioral characteristics of individuals with disabilities including individuals who are speakers of other languages who also have disabilities. (CEC cc2K2, 2K3, 2K5, 2K6) (ESOL D5:S5.1.e)
5. Identify the continuum of services in exceptional student education. (CEC gc1K5, 1K8) (ESE 1.2)
6. Compare and contrast service delivery options in exceptional student education. (CEC cc1K6, gc1K5) (ESE 1.7) (EAP a.1.a)
7. Identify components of IEPs, ITPs, Family Support Plans and the responsibilities of IEP and child study team members (ESE 1.3, 1.6)
8. Discuss current national trends with regard to providing educational services to students with disabilities. (CEC gc1K3, 1K4) (ESE 1.1,1.8) (EAP b.1.b, b.1.e)
9. Discuss current trends for providing bilingual special education services. (EAP a.3.b, a.3.g) (ESOL D2:S2.1.a, D5:S5.1.a)
10. Identify various learning theories applicable to individuals with disabilities. (CEC cc1K1)
11. Identify strategies for prevention of disabilities. (CEC gc2K1, 2K3).
12. Discuss intervention techniques for use with students with disabilities. (CEC cc2K2, 3K5) (EAP a.1.e, a.3.g)
13. Identify how cultural and linguistic diversity impact the education of students with disabilities. (CEC cc2K3, 3K3, 9K1) (ESOL D1:S1.1.a)
14. Discuss the importance of and strategies for including families in the provision of services to students with disabilities including students with disabilities who are limited English proficient. (CEC cc10K1, 10K2, 10K3, 10K4) (ESE 7.1) (ESOL D1:S1.1.e.; D1:S1.1.c)

COURSE CONTENT:

- Overview of special education
- Special education process: IEP to service delivery
- Common Core State Standards
- School, family, and community collaboration
- Learning disabilities
- Intellectual disabilities
- Emotional or behavioral disabilities
- Communication disorders
- Deaf or hard of hearing
- Blindness or low vision
- Physical or health disabilities
- Autism spectrum disorders
- Severe disabilities
- Children who are at risk-early identification and intervention
- Attention deficit/hyperactivity disorder
- Gifted and talented

COURSE REQUIREMENTS:

1. CRITICAL ASSIGNMENT (CA): JOURNAL ARTICLE REPORT:

Students will complete four (4) journal article reports from special education journals. Students will demonstrate the ability to use instructional and other electronic tools to gather information, to communicate their knowledge of subject matter by using the materials and technologies of the field, and to use data and reflect on data to improve professional practice.

Guidelines for completing the reports are located in Appendix B. The first article to be read is: *English Language Learners and Response to Intervention*. A complete citation of this article can be found in the bibliography of the syllabus on page 11 (see article with two asterisks).

Reports are to include the following information:

- a. Summary of the main points of the article
- b. Critical analysis of how the subject in the article affects individuals with disabilities or the field of exceptional student education.
- c. How the subject addressed in the article will be meaningful to you in your anticipated career
- d. The writing style of the author (e.g., was it easy/hard to understand, well written, confusing, etc.)
- e. Summaries are to be 3-5 typed using Times New Roman, 12-point font, double-spaced pages (not including the cover page). The following information is to be included on the cover page: course title, prefix, and course number; assignment name and number (e.g., Journal Article Report #1); journal article title, your name; instructor's name; and date submitted.
- f. Include the Scoring Rubric as your final page.

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE bachelor's degree Program. **For this course, the Educator Accomplished Practices (EAP a.2.g, b.1.b) will be measured by the Journal Article Reports which are the Critical Assignment.** Please read carefully the ESE 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.

For this course, the student must earn a minimum of 73% of the 120 points total allotted for the four journal article reports. (The points allotted for each of the four journal reports is 30 points each or 120 total points.) To receive a passing grade for the critical assignment, a student must earn 73% of 120 points or 88 points.

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 and the student may continue in the ESE sequence of courses. 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.

2. **FIELD EXPERIENCE REQUIREMENT:**

Students are required to complete a minimum of **15 observation hours in special education settings**. It is preferred that the observation be conducted in a varying exceptionalities classroom. Each of the classroom observation experiences must include the observation of students with disabilities. Each classroom observation visit must be for a **minimum of two hours at a time**. 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 and the Student Observer Guide).

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.

See Appendix D (Field Experience Information for ESE Students) for specific information on applying for field experience placements and security clearance requirements for the counties and school systems served by FAU.

3. **OBSERVATION SUMMARY REPORT:**

Students are to prepare one report summarizing the observation experiences in the observation settings. The following information is to be included on a cover page: course title, prefix, and course number; assignment name; your name; instructor’s name; and date submitted. **The following areas are to be the focus of the classroom observations. For the Observation Summary Report, all of these areas must be used as subheadings to prepare your paper.**

SCORING RUBRIC FOR OBSERVATION REPORT
EEX 4050, Fall-2023
Overview of Programs in Exceptionalities

Name: _____ Date: _____

Instructor: Dr. Rangasamy Ramasamy

Overall Rating / Total Points Earned: _____/_____

Assignment Title: *Observation / Reaction Report:*

Description: This assignment is linked to a field experience of 15 hours of observation in special education classroom settings. Students will demonstrate their ability to communicate effectively in writing their knowledge of learning and development theories and subject matter pertaining to special education in the form of two observation reports. Students will be evaluated based on content of the reports, reflections, as well as mechanics, grammar, and spelling. The reports will include ALL of the following components:

- Type of setting (e.g. inclusion, resource room)
- Types of exceptionalities (e.g. learning disabilities)
- Similarities and differences among students with disabilities from different cultural, religious, ethnic, and socioeconomic groups
- Other student information (e.g. age, grade level, gender, ethnic and cultural levels)
- Classroom management techniques used
- Type of teaching materials used
- Type of teaching strategies employed, including strategies for students with limited English proficiency
- Attitudes linked to cross-cultural barriers in students with disabilities
- Other notable information
- Your **reaction** to observation in relation to course content (**important!** Points will be lost if not included.)

4. EXAMS.

Five exams will be given with objective and practical application formats. These exams are drawn from lectures, handouts, in-class practice activities and out-of-class assignments and the text. Make-up exams may be given, but, only under extenuating circumstances. It is the responsibility of the student to get in touch with the professor and take the make-up exam within 24 hours of the exam date.

5. READING ASSIGNMENTS:

Students are expected to read the text and other readings assigned prior to coming to class and be ready to participate in class discussions on the assigned topics.

6. IN-CLASS ASSIGNMENTS:

There will be in-class assignments to emphasize on certain concepts in some chapters. Instruction for the completion of these assignments will be given in class. **If you are not present in class when these assignments are given, you may not be permitted to make them up.**

PROFESSIONAL ETHICS / POLICIES AND EXPECTATIONS

ESE students, as reflective decision-makers, choose to practice ethical behavior during class, in the university community, and while participating in field experiences. ESE 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 the ESE program. ESE students are also expected to demonstrate a professional demeanor in field experience settings through their dress, actions, and sensitivity to the students, teachers and administrators at the host schools.

TEACHING METHODOLOGIES:

Methods of instruction include lectures, discussions, modeling, guided practice, group activities, cooperative learning presentations, 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	Points	% of Course Grade
4 Journal Article Reports (CA) 4 @ 30 points each	120	36%
In-Class Assignments	25	8%
Observation Summary Report	60	18%
Exams 5 @ 25 points each	125	38%
TOTAL	330	100%

GRADING (ESE GRADING SCALE):

Activity scores are cumulative and the grade scale represents 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:

GENERAL AND INSTRUCTOR POLICIES:

1. The course carries three (3) credits. Students are expected to complete course requirements sufficient to earn three credits during the timespan of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of C (not C-) is required in order to continue in sequence in the ESE bachelor's program.
4. All **written assignments** must be typed, double-spaced, using Times New Roman, 12-pt. font. Include a cover page with the name and number of the assignment. All projects assigned will be discussed in class and a format provided for each.
5. Due dates for assignments are provided in the course outline and will be enforced.
Assignments submitted late will result in a grade less than A.

6. If you bring a laptop computer to class, it must be used only to take notes or to follow PowerPoint slides. Net surfing, emailing, etc. are strictly prohibited. Please refrain from using cell phones during class.

UNIVERSITY ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Three class absences can result in a letter grade deduction. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as 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 team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is 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.

ATTENDANCE AND PARTICIPATION:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, 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, and class activities, as well as 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 team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is 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. Documentation will be required to allow said make-up work based on a University-approved absence.

PUNCTUALITY:

Students are expected to be on time and to remain for the duration of class sessions. Since late arrivals and early departures are disruptive, they will be treated as absences and may affect your grade.

RELIGIOUS ACCOMMODATION:

Florida Law requires that the University provide reasonable accommodations with regard to class attendance, examinations, and work assignments to students who request such consideration in order to observe their religious practices and beliefs. The details of this policy appear on the FAU

online University Catalog under **Academic Policies and Regulations:**

<https://www.fau.edu/regulations/chapter2/Reg%202.007%208-12.pdf>

ETIQUETTE POLICY:

University policy on the use of electronic devices states: “In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.”

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>.

PLAGIARISM AND CHEATING: ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

- (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student or staff member to notify an Instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.

(2) The following shall constitute academic irregularities:

(a) the use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one's own – an act defined as plagiarism.

(c) Other activities which interfere with the educational mission within the classroom. (http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

Please note: all assignments will be screened using TurnItIn, plagiarism detection service.

BIBLIOGRAPHY

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How to download articles from FAU library

1. To download journal articles from FAU library, log on to <https://www.fau.edu/>
2. Type “libraries” in search bar.
3. Click on FAU libraries.
4. Under OneSearch
5. Copy the journal article from your syllabus and past it and search. You will get the article.

You can also use the following steps to find articles:

6. Search using Browse database by title.
7. From search bar select “Education and Human Development”.
8. Scroll down to Education Full Text & ERIC and select it.
9. You will be redirected to FAU Libraries website and click on advanced search.
10. Type in Author name & Journal name (or whichever variable you want to put in)
11. After finding your article or journal, view it in ERIC.
12. To download the material, click on download full text.

Following this step-by-step process, I was able to download articles. If this doesn't help, go to FAU Library and someone will be pleased to navigate it through with you. Good luck.

OR

1. Go to the FAU homepage and on the left side click on the libraries tab.
2. Then click on electronic Journals.
3. Click on the off Campus Connect (EZ proxy) link, you will need your owl card.
4. After you put in your card information it will send you back to the library page, once back there you click on electronic journals again.
5. You will see a box; you type in the name of the journal there, and make sure you search for it under title begins with.
6. Click on the FAU journal it should be the 1st one.
7. If you are looking for the Journal of Applied Behavior analysis this will bring you right to where all the volumes are.

Note: some of the articles may not be available online. You may have to go to the library to copy them.

APPENDIX C
Field Experience Log for Student Observations
Exceptional Student Education (COE log sheet will not be accepted)

NAME: _____

Course: _____ **Instructor:** _____

.....

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

=====

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 (verifying
above for accuracy of data)

SPE dept. Fall 2023

Student Observer's Guide (EEX 4050)

PRIOR TO THE OBSERVATIONS:

- Bring your security clearance identification with you.
- Bring the course syllabus from your professor.
- Know what is required of you by your professor.
- Cooperate with the instructions of the school/center/site personnel in regard to policies.
- Be reliable, 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 responsibilities 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 rather should 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 or facilities, or any other related phase of the operation.
- 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.

APPENDIX D

Field Experience Information for ESE Students

STEPS TO RECEIVING A PLACEMENT AND CLEARANCE

Below links have all the information you need for field placement including how to get placed and to get cleared.

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/1FAIpQLSeewwhyC1Y6fcXngQ3hSsMmnpHxK3SVcpELtxBDKxxNRvy5ZQ/viewform>

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>

Palm Beach Placement Steps:

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

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

August 1 – August 18 – Student Teaching Placements Finalized

August 18 – September 8 – Practicum Placements Processed

September 8 – November 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.

School Placements: ALL field experience placements will be assigned through the College of Education, Office for Academic and Student Services at FAU in collaboration with the school district offices. Students **CANNOT** solicit their own placements. Field Placements are assigned with the collaborative efforts of the personnel from the school districts and FAU.

Preparedness: Students should report to the front office and SIGN IN AT EACH VISIT. Students should have picture identification and a Record of Hours Log to document hours verified and initialed by the classroom teacher at each visit.

Dress Code and Conduct: Professional attire and behavior is expected. All student information is strictly confidential and should not be discussed outside the classroom. A generic guide of suggested attire is offered at the Field Experience web site, www.fau.edu/coess, under the link titled Field Placement Visits.

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.

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 (CEC)

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

1. Foundations of Special Education

- cc1K1. Models, theories, and philosophies that provide the basis for special education practice.
- cc1K5 Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
- cc1K6 Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services
- gc1K1 Definitions and issues related to the identification of individuals with disabilities
- gc1K3 Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice
- gc1K4 The legal, judicial, and educational systems to assist individuals with exceptional needs
- gc1K5 Continuum of placement and services available for individuals with exceptional needs
- gc1K7 Factors that influence the over-representation of culturally/linguistically diverse students in programs for individuals with exceptional needs
- gc1K8 Principles of normalization and concept of least restrictive environment
- bd1K1 Educational terminology and definitions of individuals with emotional and/or behavioral disorders
- dd1K1 Definitions and issues related to the identification of individuals with developmental disabilities
- ld1K1 Historical foundations, classical studies, and major contributors in the field of learning disabilities
- cc1S1 Articulate personal philosophy of special education

2. Development and Characteristics of Learners

- cc2K2 Educational implications of characteristics of various exceptionalities.
- cc2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
- cc2K5 Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
- cc2K6 Similarities and differences among individuals with exceptional learning needs.
- gc2K1 Etiology and diagnosis related to various theoretical approaches
- gc2K3 Etiologies and medical aspects of conditions affecting individuals with exceptional learning needs

3 Individual Learning Differences

- cc3K1 Effects an exceptional condition(s) may have on an individual's life.
- cc3K3 Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family and schooling.
- cc3K4 Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction
- cc3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences

5. Learning Environments and Social Interactions

- cc5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

9. Professional and Ethical Practice

- cc9K1 Personal cultural biases and differences that affect one's teaching
- cc9S4 Conduct professional activities in compliance with applicable laws and policies.

10. Collaboration

- cc10K1 Models and strategies of consultation and collaboration
- cc10K2 Roles of individuals with exceptional learning needs, families, school and community personnel in planning 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.

STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)

- 1.1 Identify state & federal legislation & case law that affect the education of students with disabilities
- 1.2 Identify appropriate practices based on legal & ethical standards
- 1.3 Identify required components of Individual Educational Plans, Family Support Plans, & Individual Transition Plans
- 1.4 Identify classification systems & eligibility criteria under IDEA
- 1.6 Recognize roles & responsibilities of IEP & child study team members
- 1.7 Identify models of support for providing assistance in general education curricula
- 1.8 Identify purposes & functions of professional & advocacy organizations relevant to education
- 7.1 Identify activities relevant to the four stages of career development

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010

- a.1.e** Quality of Instruction: instructional design: Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons
- b.1.b** Continuous Improvement, Responsibility, and Ethics: continuous professional improvement: Examines and uses data-informed research to improve instruction and student
- a.3.b.** Quality of Instruction: instructional delivery and facilitation: Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter
- a.3.g.** Quality of Instruction: instructional delivery and facilitation: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- a.4.f.** Quality of Instruction: assessment: Applies technology to organize and integrate assessment information

FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010

- D 1, 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.
- D2, S2.1** Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.
- 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.

APPENDIX B

Guidelines for Completing Journal Reports

Preparing the Report: *

1. This assignment involves the assimilation of ideas, including the identification of the major issues of each journal article, thoughtful reflection regarding the impact of the subject matter, an analysis of the author's writing style, and a rational logical presentation of these considerations in written form. Therefore, the report should evolve after several days thought and discussion with peers or others.
2. Your first couple of paragraphs should summarize the article, stating the major point(s) of the article.
3. The next couple of paragraphs should focus on critically analyzing the article to determine how the subject of the article affects people with disabilities and/or the field of exceptional student education.
4. The following paragraph or two should contain your summary remarks regarding your overall impression of the article and how the subject addressed in the article will be meaningful to you in your anticipated career.
5. Finally, the next paragraph or two should be a critical analysis of the journal article. Observe the construction of the article. Does it flow? Are paragraphs logically constructed and the content easy to follow? Would you recommend the article to someone else? Why? Why not?
6. Allow enough time so that you are able to write the report, put it aside, then go back to proof it.

Helpful Hints:

1. Read the article twice before writing one word.
2. Discuss overall impressions of the article with a peer or someone else.
3. Analyze the article for:
 - a) clear statement of the purpose of the article
 - b) logical flow of ideas
 - c) documentation of ideas
 - d) opinionated statements
 - e) absolute statements
 - f) condescending tone, etc.

Proofreading the Report:

1. Proof first draft for flow, grammar usage and clarity. It's usually helpful to read it orally.
2. Proof for spelling and mechanical errors such as punctuation, capitalization, etc.
3. Have a peer or someone else read it.
4. Make all corrections/revisions.
5. Proof one last time.

*Note: The above guidelines for preparing the report are not rigid in terms of paragraphs. If the summary of the article is less than or more than two paragraphs, that's fine. The focus of the paper should be your reaction to and analysis of the journal article. The entire paper may not exceed 3-5 pages.

SCORING RUBRIC FOR CRITICAL ASSIGNMENT EEX 4050***Overview of Programs for Students with Exceptionalities*****Critical Assignment Title:** *Journal Article Reports***Florida Educator Accomplished Practice:** (a)2. g; (b)1. b**Description:**

Students will complete four, 3-5-page journal article reports from special education journals. Students will demonstrate the ability to use instructional and other electronic tools to gather information, to communicate their knowledge of subject matter by using the materials and technologies of the field, and to use data and reflect on data to improve professional practice.

Guidelines for completing the reports are located in Appendix B of the course syllabus. Articles must be selected from the bibliography included in this syllabus.

Reports are to include the following information under four subheadings:

- Summary of the main points of the article
- Critical analysis of how the subject in the article affects individuals with disabilities or the field of exceptional student education.
- How the subject addressed in the article will be meaningful to you in your anticipated career
- The writing style of the author (e.g., was it easy/hard to understand, well written, confusing, opinionated, contradictory, etc.)

SCORING RUBRIC FOR CRITICAL ASSIGNMENT: EEX-4050

PLEASE NOTE: PDF IS AVAILABLE VIA THE COURSE SITE.

Overview of Programs for Students with Exceptionalities

Name: _____ Date: _____

Review #1: _____ Review #2: _____ Review #3: _____ Review #4: _____

Critical Assignment: ____ Exemplary ____ Satisfactory ____ Emerging ____ Unsatisfactory ____ No Submission

Critical Assignment Title: *Journal Article Reports*

Performance	Exemplary 90-100%	Satisfactory 89 – 73%	Emerging (72%-64%)	Unsatisfactory 71-0%	No Submission (0%)
Summary of Main Points/Content Value = 50% (15 points)	Clear summarization of major points identified and links to critical issues in the field stated (15-14 points)	Clear summarization with most major points identified (13-11 points)	Most major points identified, with limited summarization (10.5 points)	Most major points not identified (10-0 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.
Critical Analysis of Article Value = 30% (9 points)	Insightful critical analysis of article. Usability of information to the field is clearly identified (9 points)	Provided critical analysis of article. Adequate usability of information to the field is identified. (8-6 points)	Provided limited analysis of article. Developing usability of information to the field or partial identification of usability	Did not provide critical analysis of the article and / or usability to the field. (5-0 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.

			(5.5 points)		
Mechanics Value = 10% (3 points)	Correct grammar, punctuation, capitalization, spelling, and person-first language is consistently applied. (3 points)	Correct grammar, punctuation, capitalization, spelling, and person-first language is mostly applied (2 points)	Correct grammar, punctuation, spelling capitalization, and person-first language is developing (1.5 points)	Correct grammar, punctuation, spelling capitalization, and person-first language is inconsistently applied (1-0 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.
Presentation Value = 10% (3 points)	Report is typed. Professional Presentation Innovative presentation with headings and citations, references, meets formatting requirements, and includes cover page and rubric. (3 points)	Report is typed Professional presentation, meets formatting requirements, and includes cover page and rubric. (2 points)	Report is typed with developing presentation skills (1.5 points)	Report is not typed. Report does not typify professional presentation (1-0 points)	Student failed to submit assignment, or this portion of the assignment, or failed to submit on time.

Comments:

COURSE SCHEDULE FOR SEMESTER

EEX 4050 Overview of Programs for Students with Exceptionalities

SESSION	DATE	TOPICS	READINGS/ASSIGNMENTS
		<i>Special Education Foundations</i>	
1	8/22	Syllabus Review & Course Expectations An Overview of Special Education	Read the syllabus and understand the course requirements before class. Chapter 1 Course Agreement Quiz
2	8/29	The Special Education Process	Read Chapter 2 before class
3	9/5	School, Family, Community Collaboration	Read Chapter 3 before class Journal Article Report 1
		<i>High-Incidence Disabilities</i>	
4	9/12	Students with Learning Disabilities FAT City Workshop and Assignment	Read Chapter 4 before class Exam 1 (Chapters 1, 2 & 3)
5	9/19	Students with Intellectual Disabilities	Read Chapter 5 before class
6	9/26	Students with Emotional/Behavioral Disorders	Read Chapter 6 before class Journal Article Report 2
7	10/3	Students with Communication Disorders	Read Chapter 7 before class Exam 2 (Chapters 4, 5 & 6)
		<i>Low-Incidence Disabilities</i>	
8	10/10	Students who are Deaf or Hard of Hearing	Read Chapter 8 before class
9	10/17	Students with Blindness or Low Vision IRIS Module: Room Arrangement	Read Chapter 9 before class Journal Article Report 3
10	10/24	Students with Physical or Health Disabilities	Read Chapter 10 before class Exam 3 (Chapters 7, 8 & 9)
11	10/31	Students with Autism Spectrum Disorders	Read Chapter 11 before class
12	11/7	Students with Severe Disabilities IRIS Module: Assistive Technology	Read Chapter 12 before class Journal Article Report 4
		<i>Other Exceptionalities</i>	
13	11/14	Students Who Are At Risk	Read Chapter 13 before class Exam 4 (Chpts 10, 11 & 12)
14	11/21	Students with Attention Deficit/Hyperactivity Disorder Students	Read Chapter 14 before class
15	11/28	Students Who are Gifted and Talented	Read Chapter 15 before class Observation report due
16	12/5	FINAL EXAM	Exam 5 (Chapters 13, 14, & 15)

Please note: Course schedule may change at the discretion of the instructor.