ST. PETERSBURG COLLEGE

COLLEGE OF EDUCATION

*"Preparing students to serve as effective, reflective and caring teachers."*

COURSE SYLLABUS

Differentiated Instruction of Exceptional & Diverse Students

*This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.*

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| **Course Prefix:** | EEX 4084 |
| **Section #:** | 1120 |
| **Credit Hours:** | 3 Credit Hours |
| **Co-requisites:** | None |
| **Pre-requisites:** | Admission to EPI-CT or RCERT-NO |

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| **Day, Time and Campus:** | Online | Enter Time | | St. Pete/Gibbs |
| **Modality:** | Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment. | | | |
| **Professor:** | Dr. Dupoux | | | |
| **Office Hours:** | Posted | | https://web.spcollege.edu/instructors/id/2481 | |
| **Office Location:** | St. Pete Gibbs | |  | |
| **Office Phone:** | 727-341-4296 | | | |
| **Email Address:** | MyCourses | | | |

**ACADEMIC DEPARTMENT: College of Education**

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| **Dean:** | Heather B. Duncan, Ph.D. | |
| **Office Location & Number:** | Tarpon Springs | BB 101 |

1. **COURSE DESCRIPTION**

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| This course is designed to introduce teacher candidates to the categories and characteristics of exceptional students served in the public school setting and how these classifications impact curriculum and instruction. Teacher candidates will review the concepts of differentiated instruction and inclusionary classroom practices for exceptional and diverse students. |

1. **MAJOR LEARNING OUTCOMES**

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| 1. The teacher candidate will examine the effects and history of the Individuals with Disabilities Education Act (IDEA), its reauthorizations, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA) on the education of students with disabilities by:   * + - 1. reviewing the history of disability legislation.       2. categorizing relevant legislation with regard to each law’s respective impact on classroom instruction.       3. analyzing the implications of the Response to Intervention process.   2. The teacher candidate will gain and apply knowledge of the characteristics of disability/exceptionality categories as to their impact on student learning by:   1. exploring case studies of students with different exceptionalities. 2. categorizing disability characteristics and accommodations with the corresponding disability. 3. presenting and teaching classmates regarding one specific category of disability.   3. The teacher candidate will examine the concept of differentiated instruction as it relates to becoming a more effective teacher of exceptional and diverse learners by:   * + - 1. relating the concept of differentiated instruction to classroom scenarios.       2. analyzing the need and advocating for differentiated instruction in the classroom setting.       3. comparing and contrasting the needs of exceptional learners and English Language Learners (ELLs). |

1. **REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS**
2. **Required Textbooks**

To be checked against textbook orders for correctness.

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| Textbook(s) | Required: Exceptional Lives: Practice, Progress, & Dignity in Today's Schools Pearson eText -- Access Card Package (9th Edition) ISBN-13: 978-0134893631 |
| Anthology Portfolio | Anthology Portfolio is a requirement for students enrolled in all College of Education bachelor’s degree programs (Secondary Mathematics Education, Middle Grades Mathematics Education, Exceptional Student Education, Elementary Education, Educational Studies) and for all Educator Preparation Institute (EPI) students. |

Students using **eBooks** must have access to the **eBooks** during class sessions.

1. **Supplemental Material**

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| Resources: | |
| Materials: | |
| Library: | <http://www.spcollege.edu/libraries/> |

1. **Technology**

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| Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. |
| All work must be submitted in an original electronic file format unless otherwise specified. Links to files are not acceptable. |

1. **COURSE REQUIREMENTS & EXPECTATIONS**
2. **School Based Hours (SBH) or Field Experience Hours (FEH) Course Requirements**

This course requires 0 hours of observation/participation in an appropriate setting as approved by the Office of School Partnerships.

Any student who is registered for a course with SBH/FEH is required to complete the application in Anthology Portfolio by the due dates specified by the OSP to guarantee placement.

1. **ALL Course Assignments**

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| ***UCC Assignments:*** *Teacher candidates must demonstrate Uniform Core Curriculum (UCC) competencies and earn a 2 or higher for each indicator on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), Other Elements and Florida State Standards (FSS)] in order to successfully pass the course.* *Educational Studies students must earn a 2 or higher on each indicator on all PLO assignments.*  *If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C.  In the event of cheating or plagiarizing, see BOT Rule 6Hx23-4.72 for consequences.*  *Students in a degree program must upload into Anthology Portfolio all FEAP, ESOL, PLO, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table at the end of the syllabus.* |

*For courses with lesson planning:*

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.”  It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment.  Anything adapted or used verbatim must be cited with credit given to the author(s).  This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work.  This applies to all COE lesson plans unless the instructor directly specifies otherwise.

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| **Assignment Title** | **Connection to Competency** | **MLOs** | **Points** |
| **Introduction** | * Introduce yourself to your classmates and professor. |  | 10 |
| **Disability Presentation** | * In the presentation, teacher candidates will model clear, acceptable oral and written communication skills. * Within the presentation, teacher candidates are required to integrate current information regarding their assigned disability category and current communication technology into the presentation (e.g., PowerPoint). * During the presentation, teacher candidates must discuss needed adaptations to the learning environment for students with that disability category and include accommodations for students with that disability. Teacher candidates must also discuss dually identified students (ESE & ELL) and how other diversity needs like SES can affect the learning environment. * Teacher candidates must present assistive technology ideas that can help a person with that disability to participate in high-quality communication interactions and achieve educational goals. | 2. b, c  3. c | 60 |
| **Virtual Organization Encounter** | * Teacher candidates will discuss how their research of an organization that supports people with disabilities or their caretakers transformed their personal preconceptions or misconceptions and how they would modify instruction in the classroom based upon this experience. This will serve as a foundation for FEAP 3d in the Case Study. | 2. b  3. b | 20 |
| **Differentiated Case Study** | * Within the case study, teacher candidates will discuss how they plan to modify instruction to respond to their preconceptions and misconceptions. * Within the case study, teacher candidates would discuss how they planned to differentiate instruction utilizing varied instructional strategies and resources, including appropriate technology, to provide instruction comprehensible to this student resulting in student understanding. * Teacher Candidates will complete a case study in which they discuss the case study student’s learning needs and individual differences and create a plan for differentiated instruction for this student and others in the classroom with similar backgrounds. * Teacher Candidates will discuss plans to modify assessments and testing conditions for the case study student in order to accommodate his/her learning style and the varying levels of knowledge with this student and the others in the classroom. | 1. c  2. a, b  3. a, b | 60 |
| **Final:** | The final reinforces the content assessed in the competency-aligned assignments. | 1. a, b, c  2. a, b  3. a | 50 |
| **Module Assignments** | The module assignments reinforce the content assessed in the competency-aligned assignments. | 1. a, b, c  2. a, b, c  3. a, b, c | 80 |
| **Total Points for Course** | | **260 pts.** | |

**C. Late Policy Assignment**

Assignments are due on the due date, no exceptions.

1. **SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI**
2. **COE SYLLABUS STATEMENTS**

<https://docs.google.com/document/d/1VrvFtlW9RPl2YgbSrHdstAkktd-BtneMQuttI5khNzQ/edit?usp=sharing>

1. **SPC Syllabus Statements**

<http://www.spcollege.edu/addendum/>

***Each student must read all topics within this syllabus and the content of the links.  If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.***

***If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.***

1. **CALENDAR AND TOPICAL OUTLINE**

No assignments will be accepted after the last date to submit posted on the syllabus/calendar/MyCourses.

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| **Week & Date** | **Topical Agenda** | **Due Tuesday by 11PM** | **Points** |
| 1  5/21 | -Course Expectations  - Syllabus & Material | -Introduce Yourself (Required for attendance and financial aid purposes) | 10 |
| 2  5/28 | Ch. 1, 7 & 8 | -Submit Legislation | 20 |
| 3  6/4 |  | -Submit RtI/MTSS | 20 |
| 4  6/11 | Ch. 9, 10 & 11 | - Submit Accommodation | 20 |
| 5  6/18 |  | -Submit Virtual Organization Encounter | 20 |
| 6  6/25 | Ch. 12, 13 & 14 | - Submit Disability Presentation | 60 |
| 7  7/2 | Ch. 15, 16 &17 | - Submit Differentiated Case Study | 60 |
| 8  7/9 | Final Exam:  Chapter 1, & 7-17 | Study for final exam! | 50 |
| 9  7/16 | Final Exam:  Chapter 1, & 7-17 | Starts 7/16 @ 8am to 7/23 @ 11pm |  |
|  | Official grades submitted | Total | 260 |

1. **UNIFORM CORE CURRICULUM ASSIGNMENTS**

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| --- | --- | --- | --- |
| **Assignment Title** | **AP** | **FEAP** | **OE** |
| Differentiated Case Study | Y | 3.h | 2 |
|  | Y | 4.d |  |
| Disability Presentation | Y | 2.i |  |

[**UCCs**](https://nam02.safelinks.protection.outlook.com/ap/x-59584e83/?url=https%3A%2F%2Fspcollegeedu-my.sharepoint.com%2F%3Ax%3A%2Fg%2Fpersonal%2Fcaruana_victoria_spcollege_edu%2FEUkz7J7OnDlCn0a88jTI28wBD3Qmg5VG1aGcZwmsdFVh-A&data=05%7C01%7Ccurtis.jessica%40spcollege.edu%7Cb2a6caa5c6e140a4f06108db83e14275%7C575038c8ac704295810e0df79c005f41%7C0%7C0%7C638248775742630400%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=01n09Ix%2FW9gtQMaJpawBvm36i7gpuEhOWqh16n29SOQ%3D&reserved=0)

Not mapped on UDL framework or list the numbers of the components.