



**FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF TEACHING & LEARNING**

**EEX 6927 (U01) and EEX 6927 (RVBB)
Summer Institute – Four Week Workshop in Special Education (12 credits)**

Monday – Friday 8:00 a.m. – 5:00 p.m.
Location: ZB 263
Summer 2017

Instructor:

Name: Rosalia F. Gallo and Liana Gonzalez

Office Phone: 305-606-3767; (305) 348-6667

E-mail: jjrfg62186@aol.com ; lgonzalez@fiu.edu

School/Department: College of Education, Department of Teaching & Learning

Office Location and Office Hours: Before and after class; Available by appointment

Download Syllabi: <http://coe-syllabi.fiu.edu/>

I Course Description

This course is designed to give graduate level students the ability to study the needs of students with disabilities with persistent and severe learning and behavior challenges (PSLBC). The large numbers of exceptional students currently being served in special and regular education programs has created a need for teachers who are highly qualified and skilled to instruct students with disabilities with PSLBC across educational settings. In addition, it is imperative that special educators be able to meet the needs of PSLBC through comprehensive data collection, instructional action plan development that lead to appropriate specially designed instruction through intensive interventions, and continuous monitoring of student outcomes. Specifically, this course will focus on:

- a) historical and current legal perspectives and issues impacting special education, including the changing demographics of special education through the provision of education;
- b) students with disabilities (SWD) with PSLBC characteristics, assessments and comprehensive data collection
- c) planning and implementing effective instruction for SWD with PSLBC through data-based decision making and intense instructional interventions and behavioral plans in a Multi-Tiered System of Supports (MTSS)
- d) conducting on-going monitoring on the effect of the intense intervention and/or behavioral plans on SWD with PSLBC

II Main Topics Covered

1. Historical, legal, cultural, and delivery of services for students with disabilities, particularly those with persistent and severe learning and behavior challenges (PSLBC).
2. Accountability at the National, District, State, and School level and the need for student based reform for students with disabilities (SWD) with PSLBC who may be also culturally and linguistically diverse.

3. Collecting data and conducting analysis of evaluation results related to SWD with PLBC and identifying potential areas of strengths and weaknesses to determine instructional and behavioral needs.
4. Problem Solving for the development of Specially Designed Instruction through a Multi-Tiered System of Supports for SWD with PSLBC.
5. Researching and identifying intense instructional and behavioral interventions that are evidenced based
6. Designing and planning intensive instructional and/or behavioral plans through the use of evidenced-based interventions, strategies and accommodations that address foundational skills in mathematics and English Language Arts that are challenges for students with PSLBC.
7. Implementing intensive instructional and/or behavioral plans through the use of evidenced-based interventions, strategies and accommodations that address foundational skills in mathematics and English Language Arts that are challenges for students with PSLBC
8. Transfer of learning and how to integrate the educational standards (e.g., Common Core State Standards; Florida Standards) to impact the learning and behaviors of SWD with PSLBC.
9. Communicating the nature and needs of SWD with PSLBC with the families and stakeholders in a culturally and linguistically appropriate manner.
10. Conducting action research related to intense interventions (behavioral and/or instructional) within the MTSS to determine effectiveness on SWD with PSLBC.

III COE Conceptual Framework

- The desired future of the College of Education (COE) at *Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community.* (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1).
- The three major outcomes, which are at the foundation of the learning experiences and partake in the vision of the COE, include:
 - a) Unit Content Outcome: Stewards of the Discipline (Knowledge);
 - b) Unit Process Outcome: Reflective Inquirer (Skills); and
 - c) Unit Dispositions Outcome: Mindful Educator (Dispositions).

IV Program Standards/Competencies Covered in Course

This course is aligned with the Council for Exceptional Children (CEC) Advanced Preparation Standards.

CEC Advanced Preparation Standards	
Learner and Learning	
1 Assessment	Content Knowledge and Professional Foundations
2 Curricular Content Knowledge	
Instructional Pedagogy	
3 Program, Services, and Outcomes	
4 Research and Inquiry	
Professional	
7 Collaboration	

V Course Objectives and Professional Standards

Upon completion of this course, students will have an understanding of the following:

CEC Advanced Preparation Standard – Learner and Learning - 1 Assessment

1.0 Special education specialists use valid and reliable assessment practices to minimize bias.

Key Elements

1.1 Special education specialists minimize bias in assessment.

1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

CEC Advanced Preparation Standard - Content Knowledge and Educational Foundations- 2 Curricular Content Knowledge

2.0 Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

Key Elements:

2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.

2.2 Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

CEC Advanced Preparation Standard Instructional Pedagogy – 3 Programs, Services, and Outcomes

3.0 Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

Key Elements:

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

CEC Advanced Preparation Standard - Instructional Pedagogy – 4 Research and Inquiry

4.0 Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Key Elements

4.1 Special education specialists evaluate research and inquiry to identify effective practices.

4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

CEC Advanced Preparation Standard - Professional – 7 Collaboration

CEC 7.0 Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Key Elements

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities

7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

Additional Standards and Frameworks:

- *Competencies and Skills Required for Teacher Certification in Florida: Exceptional Student Education K-12 (Seventeenth Edition)*
- *Florida Standards [Mathematics Florida Standards (MAFS) and Language Arts Florida Standards (LAFS)]*
- *CREDE: Five Standards for Effective Pedagogy Center for Research Diversity on Education and Excellence*

VI Required Textbook, Readings, and Other Instructional Materials* - The following is a potential list of textbooks for the summer institute.

Alberto, P. A. & Troutman, A. C. (2013). Applied behavioral analysis for teachers. (9th ed.). Boston: Pearson.

Beech, M. (2014). Developing quality of IEPs, (4th ed.). Tallahassee, FL: Florida Department of Education <http://www.fl DOE.org/core/fileparse.php/7690/urlt/0070122-qualityieps.pdf>

Buruck, W. D. & Damer, M. (2015). Teaching reading to students who are at risk or have disabilities: A multi-tier, Rtl approach (3rd ed.). Boston: Pearson.

Council for Exceptional Children standards for evidenced based practices in special education, (2014). Reston, VA: Council for Exceptional Children. Retrieved from http://www.cec.sped.org/standards/Evidenced-Based-Practice-Resources-Original?sc_lang=en

Vaughn, S. & Bos, C. S. (2015). Strategies for teaching students with learning and behavioral problems (9th ed.). Boston: Pearson.

Supplemental Resource

Hudson, P. & Miller, S. P. (2006). Designing and implementing mathematics instruction for students with diverse learning needs. Boston: Pearson Allyn and Bacon.

Kamhi, A. G., & Catts, H. W. (2012). Language and reading disorders (3rd ed.). Boston: Pearson.

Publication Manual of the American Psychological Association (APA) (6th ed.) (2010). Washington, DC.

What every special educator must know: Ethics, standards and guidelines for special education (5th ed.) (2005). Reston, Virginia.

Witte. R. H., Bogan, J. E. & Woodin, M. F. (2015). Assessment in special education. Columbus: Pearson, Inc.

*** Other topical required readings will be assigned.**

VII Course Requirements and Grading Standards*

- 1. Attendance.** Due to the interactive nature of the class, in-class assignments cannot be made up at a later date so ***points will be awarded for class attendance and participation. Attendance is included in the final calculation of course grades. Consistent patterns of late arrival will be considered as lack of attendance and could impact a student's final grade.***
- 2. Late Assignments.** All assignments are **due on the date specified on the syllabus/assignment sheet and during class time** **No late assignments will be accepted.** All assignments are due on the designated date. **Late assignments and rewrites will result in point reductions.** More than one rewrite will result in a failing grade.

3. Description and Weekly Overview of Class Assignments

SUMMER INSTITUTE MAJOR ASSIGNMENTS*					Points
	Online-EEX 6927 (RVBB)	WEEK 2 - EEX 6927 UO1 58360 6-12 - 6-16-2017	WEEK 3 - EEX 6927 UO2 58361 6-19 - 6-23-2017	WEEK 4 - EEX 6927 UO3 58362 6-26 - 6-30-2017	
1	Tutorial Website *Assignment will be worth 50 Points	In-depth Understanding of a Disability – Brief Essay	Comparing and Contrasting Research-to-Teaching Practices – Article Analysis	Comparing and Contrasting Research-to-Teaching Practices – Topic of Choice – Article Analysis	5
2		In Class Group (Dyad) Assignment – Evaluation, Assessment and On-going Data Collection in a MTSS - Comparing and Contrasting Cases – Dyad Research and Presentation	In Class Group Project - Data driven (Functional Behavioral Assessment) Behavioral Plan Development for SWD with PSBLC – Case Study Research Paper Presentation* *Assignment will be worth 40 Points	In Class Group Project - Intervention – Behavioral/Instructional Plan Research Paper and Presentation * *Assignment will be worth 55 Points	20
3	Portfolio of evidenced-practices *Assignment will be worth 30 Points	In Class Small Group Reading Related Disabilities – Manifestation in SWD with PSBLC Research Paper or Mathematics Related Disabilities - Manifestation in SWD with PSBLC Research Paper *Assignment will be worth 35 Points			20
4	Best Practices Pamphlet *Assignment will be worth 30 Points		In Class Group Project -Transfer of Learning Key Elements – Presentation	In Class Group Project Universal Design for Learning, Accommodations, and Assistive Technology – What the research shows!	15
5		Executive Functioning Self-Reflection Analysis and Impact on SWD with PSBLC Essay	The Quadrants of Language Learning: Contextualizing the Language of Instruction for SWD with PSBLC – Case Study	Monitoring Interventions for Students with Persistent Learning and Behavior Challenges - Brief Research Paper	15
6	In-Class Participation				10
7	Final Exam**				15
	TOTAL POINTS				100

*NOTE: Assignments may be revised, modified, and/or substituted after discussion with students or after re-evaluation by the instructor(s) to improve content and course delivery.

** **No Final Exam Week 4. Final Exam points have been added to In-Class Group Project.**

4. Grading

Final letter grades are assigned based on the number of points earned in this course. Points are earned for each assignment that is completed and submitted in a timely manner as specified on the course syllabus/assignment sheet and during class time. **No late assignments will be accepted.** Criteria are established for each assignment. Refer to Assignment Descriptions section of this syllabus or ask your professor. The following scale will be used to determine final grades for this course:

94 - Above	A
90 - 93	A-
87-89	B+
84 - 86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 or below	F

VII Field Experience Requirement

Field experience with children/students with disabilities and their families is required in this course online-EEX 6927 (RVBB).

VIII Course Policies

This syllabus serves as both a contract and guide for this course. Some revisions, modifications, and/or substitutions may be made after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep **open and ongoing communication** with the professor throughout the semester via e-mail or during scheduled appointments.

Attendance Policy: It is expected that all students will be in attendance and on time for all class sessions. This is a class that requires active in-class participation from each member. If you miss a class, you are responsible for any materials given or changes made. You should notify the professor via e-mail of your absence as a professional courtesy and/or provide appropriate documentation for your absence (e.g., doctor's note). Furthermore, during class time, place all electronic devices on silent mode, and laptops can only be used for note taking during class time.

Make-Up Exam/Assignment Due Date Policy Example: Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies approved by the professor. Any assignment turned in late and **accepted** by the instructor will result in an automatic point deduction. Late is defined as the end of the class session in which the assignment is due.

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete “I” Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student’s own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an “F” or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of “I” (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of “I”.
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

IX Academic Integrity Statement (July 2007)

http://www.fiu.edu/~sccr/standards_of_conduct.htm

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism

X Disability Resource Center (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

XI Office of Academic Writing and Publication Support (OAWPS) (<http://education.fiu.edu/writingcenter/index.html>)

The mission of the Office of Academic Writing and Publication Support is to help students to improve their basic technical writing skills; to develop their critical thinking skills through writing; to foster understanding of the writing, research, and publication process; and, ultimately, to increase publications of both students and faculty. Objectives include: 1) To improve technical writing skills; 2) To improve critical reading and reflection skills; 3) To encourage all members of the college to publish; 4) To guide students through the writing for publication process; 5) To develop proofreading, editing, and friendly reader abilities; 6) To develop the ability to use feedback from peer reviewers and instructors in redrafting of a formal academic paper; and 7) To produce individual manuscripts, which are well organized, succinct, and have the potential to add value to the field. A variety of services of offered including consultations, writing support circles, writing resources, APA workshops, and COERC 2012 workshops.

XII TAL Code of Professional Decorum

The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Teaching and Learning (TAL). These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning. A committee of TAL students and faculty developed this Code. Students and faculty in the department of TAL shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. *Shall be Respectful of the Learning Environment*
 - Be punctual: Arrive to class and return from breaks on-time
 - Keep beepers and cellular phones off or on silent mode during class
 - Avoid disruptive conduct (i.e., any behavior that interferes with class functions)
2. *Shall Be Respectful of All Individuals in Class*
 - Appropriately participate in classroom discussions and activities
 - Allow equal opportunity for all class members to participate
 - Have respect for the opinions of others by voicing disagreements in a professional manner
3. *Shall Have a Professional Commitment to Learning*
 - Complete and turn in assignments on time
 - Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning
 - Strive for perfect class attendance
4. *Shall Have Professional Integrity*
 - Engage in academic honesty
 - If absent from class, take personal responsibility for missed content
 - Professionally represent yourself and the university at all intern sites

XIII COURSE OUTLINE AND SCHEDULE OF CLASSES

The Summer Institute Major Assignments and schedule of classes will be delineated in a weekly outline.

NOTE*: The instructor has the right to modify the course syllabus for any reason throughout the semester provided that fair and adequate notice is given to students either by e-mail, in writing, or through online publishing; modifications to the syllabus are not arbitrary or capricious; and that students are not unfairly disadvantaged by mid semester changes to grading standards, attendance standards, or performance measures.