



EEX 4764
Instructional & Adaptive Technologies for
Exceptionalities
87651 600
Fall 2026

Instructor Name

Stephanie Rubly

University Course Description

An integrated clinical experience designed to provide pre-service teachers with opportunities to work with students in grades 6-12, for reading endorsement and certification in ESE K-12. Candidates will be in their schools two full days per week.

Course Requisites

Prerequisite(s):

Corequisite(s):

Student Learning Outcomes

By the end of the course, students will be able to:

1. The candidate will demonstrate knowledge of the 1961, 1973, and 1992, 2002 AAMR definitions of intellectual disabilities and the issues

- surrounding these definitions, including those students who are English Language Learners. (ESOL PS 25; FEAP 7; SLO 1; ESE 1, 2)
2. The candidate will demonstrate knowledge of the current terms (educational and others) used to describe and classify various levels of intellectual disabilities. (ESE 1)
 3. The candidate will demonstrate a working knowledge of the etiologic factors associated with intellectual disabilities. (ESE 1)
 4. The candidate will demonstrate an awareness of the placement options and opportunities available to individuals with intellectual disabilities. (FEAP 7, 9, 10; SLO 1, 2; ESE 3, 7)
 5. The candidate will demonstrate knowledge of family issues and parent/professional relationships in programs for students with intellectual disabilities. (SLO 3; ESOL PS 25; FEAP 2; ESE 6, 7)
 6. The candidate will demonstrate a working knowledge of curriculum development, program design, teaching strategies and behavior management techniques for teaching students with intellectual disabilities. (FEAP 8; SLO 3; ESE 3, 4; EC 1, RC 2.F.1, 5.3)
 7. The candidate will demonstrate an understanding of the issues surrounding transition from school to community for adolescents/young adults with intellectual disabilities. (ESE 7)
 8. The candidate will demonstrate an understanding of the impact of technology at all stages of development and assessment for individuals with exceptional learning needs. (FEAP 12; SLO 2; ESE 3, 5, 7; RC 4.6, 4.7, 6.10)
 9. The candidate will design and evaluate the quality of plans that incorporate the use of technology including adaptive and assistive technology for individuals with exceptional learning needs, including students with severe disabilities. (FEAP 12; ESE 3, 5)
 10. The candidate will demonstrate the appropriate use of technology including adaptive and assistive technology for all students. (FEAP 12; ESE 5; RC 6.10)
 11. The candidate will demonstrate an understanding of the legal, ethical, cultural and societal issues related to technology use with students who have disabilities and their families and be able to discuss diversity issues related to electronic media. (FEAP 5, 11; SLO 5; ESE 3, 5, 7)
 12. Provide a rationale for using language learning technologies to support ELLs' English language development and Academic achievement in English. (ESOL PS 15, 17; RC 4.7, 4.9)
 13. Evaluate language learning technologies for research-based pedagogical principles. (ESOL PS 7, 15, 17; RC 4.9; ESE 3, 5)
 14. Plan technology-enhanced instruction for students with a range of English language development levels. (ESOL PS 7, 15, 17; ESE 3, 5; RC 6.12)

Course Objectives

1. The candidate will demonstrate knowledge of the 1961, 1973, and 1992, 2002 AAMR definitions of intellectual disabilities and the issues surrounding these

definitions, including those students who are English Language Learners. (ESOL PS 25; FEAP 7; SLO 1; ESE 1, 2)

2. The candidate will demonstrate knowledge of the current terms (educational and others) used to describe and classify various levels of intellectual disabilities. (ESE 1)
3. The candidate will demonstrate a working knowledge of the etiologic factors associated with intellectual disabilities. (ESE 1)
4. The candidate will demonstrate an awareness of the placement options and opportunities available to individuals with intellectual disabilities. (FEAP 7, 9, 10; SLO 1, 2; ESE 3, 7)
5. The candidate will demonstrate knowledge of family issues and parent/professional relationships in programs for students with intellectual disabilities. (SLO 3; ESOL PS 25; FEAP 2; ESE 6, 7)
6. The candidate will demonstrate a working knowledge of curriculum development, program design, teaching strategies and behavior management techniques for teaching students with intellectual disabilities. (FEAP 8; SLO 3; ESE 3, 4; EC 1, RC 2.F.1, 5.3)
7. The candidate will demonstrate an understanding of the issues surrounding transition from school to community for adolescents/young adults with intellectual disabilities. (ESE 7)
8. The candidate will demonstrate an understanding of the impact of technology at all stages of development and assessment for individuals with exceptional learning needs. (FEAP 12; SLO 2; ESE 3, 5, 7; RC 4.6, 4.7, 6.10)
9. The candidate will design and evaluate the quality of plans that incorporate the use of technology including adaptive and assistive technology for individuals with exceptional learning needs, including students with severe disabilities. (FEAP 12; ESE 3, 5)
10. The candidate will demonstrate the appropriate use of technology including adaptive and assistive technology for all students. (FEAP 12; ESE 5; RC 6.10)
11. The candidate will demonstrate an understanding of the legal, ethical, cultural and societal issues related to technology use with students who have disabilities and their families and be able to discuss diversity issues related to electronic media. (FEAP 5, 11; SLO 5; ESE 3, 5, 7)
12. Provide a rationale for using language learning technologies to support ELLs' English language development and Academic achievement in English. (ESOL PS 15, 17; RC 4.7, 4.9)
13. Evaluate language learning technologies for research-based pedagogical principles. (ESOL PS 7, 15, 17; RC 4.9; ESE 3, 5)
14. Plan technology-enhanced instruction for students with a range of English language development levels. (ESOL PS 7, 15, 17; ESE 3, 5; RC 6.12)

Required Texts and/or Readings and Course Materials

Mental retardation: An introduction to intellectual disabilities, 7th edition.

Written by Beirne-Smith, Patton, & Kim (ISBN 0-13-118189-0)

Supplementary (Optional) Texts and Materials

Any additional readings will be posted on Canvas.

How to Succeed in this Course

The Department of Special Education maintains a professional teacher-training program and as such, all students are expected to conduct themselves in a professional manner during all activities and communication associated with this course. Appropriate interactions between and among students and instructor are expected at all times. Please see the Netiquette Guide on Canvas with any questions.

Additional Expectations include (but not limited to)

- Completing all assignments
- Personal integrity
- Contribution to small and/or whole group works
- Openness to constructive feedback and willingness to make suggested changes
- Consideration, caring, and sensitivity to others (i.e., peers and instructor)
- Evidence of a continuous process of self-exploration and reflection
- Practice of ethical and moral professional behaviors
- Maintaining confidentiality of classmates and case examples

NOTE: Emailed assignments will not be accepted. *Submit assignments using Canvas.*

Grading Scale

A 100% to 90%

B 89% to 80%

C 79% to 70%

D 69% to 60%

F 59% to 0%

Grade Categories and Weights

Your grade will be based upon:

Attendance / Unit Discussions 10 points

Observation Setting Submission 5 points

Field Experience Log 50 points

Reflection Paper 50 points

Software Evaluation 50 points

UDL Book Builder 25 points

Teaching w/ Technology 50 points

Quiz 30 points

Total 270 points total

Instructor Feedback Policy & Grade Dissemination

All assignments will be graded, and feedback will be provided no later than 7 days after due date.

Please continue to track your grades throughout the semester using Canvas. I welcome any questions or discussion about your grade on any assignment.

It is your responsibility to monitor your grades throughout the course. Your dedication, effort, and quality of work will be evidenced in your grade.

Major Topics and Course Schedule

All assignments must be submitted online via Canvas. Detailed instructions, tutorials and rubrics for each assignment are available on Canvas.

Field Experience (50 points)

Length/Duration/Number of Hours: 20 Hours

Place/grade level (Individuals with ID/DD – any age)

Purpose: To observe and work with individuals with ID or other DD's

Type of setting (urban, self-contained classroom, etc.)

Additional Description: May include public school and ID classroom or other settings such as PARC. You will be required to complete a log of your hours. This log can be submitted online.

Observations/Reflections (50 points)

All students must observe in at least one classroom specifically designed for teaching students with intellectual disabilities (see field experience above). This observation must be for a minimum of 20 hours over the course of the semester. The student will then type a three-page summary documenting the observational experience. An additional one page personal reflection on the experience is also required, e.g. what you learned, insights, etc. Guidance for this assignment will be available on Canvas.

Software Evaluation (50 points)

You should consider the following when completing the evaluation / presentation: You will be expected to select software packages which have been designed for: 1) students with disabilities and 2) English language learners. You will complete the evaluation forms and develop a brief Power Point presentation on the software tools.

UDL Bookbuilder (25 points)

You will be required to create a digitally adapted book using the CAST UDL Bookbuilder. This assignment will help you practice adapting and creating books for students with ID as well as ELL students.

Teaching with Technology: ESE competency 61.5 Knowledge of Language and Communication Skills (50 points) – Critical Assignment

Using a previously developed lesson address how you can **implement technology**-enhanced instructional strategies that support the needs of diverse learners, including individuals with **moderate to severe disabilities and English language learners**. NOTE: You must include use of assistive and augmentative technology to address communication disabilities. Additional guidance for this assignment will be available on Canvas.

AT Module Assessment Responses (25 points)

Using the Assistive Technology Module at the Iris Peabody site with a focus on students with high-incidence disabilities such as learning disabilities and ADHD. It explores the consideration process, implementation, and evaluation of AT for these students, you will complete the module learning and questions. You will submit the questions via Word doc or as a post on Canvas.

Quiz / Discussions

You will complete quiz / discussions throughout the semester. These are designed as concept checks to help you focus on and review key concepts of the course.

Weekly Schedule

*This schedule is subject to change at the instructor's discretion so that we can spend the necessary amount of time on each topic. *

Week	Unit	Due Dates
Week – Week of	Units/Major Assignments	Due Date (by 11:59 pm)
Week 1 – August 24, 2026	Welcome to the Course Historical Perspectives: Unit 1 Discussion	First Day Attendance – August 24, 2026- <i>due by 11:59 am</i> Aug 28
Week 2 - Aug 31	Unit 2 Discussion Observation Setting Submission	Sep 4
Week 3 – Sep 7	Unit 3 Discussion – Assessment	Sep 11
Week 4 – Sep 14	Unit 4 Discussion Rights and Legislation	Sep 18

Week	Unit	Due Dates
Week 5 – Sep 21	Unit 5 and Unit 6 Read – Etiological Factors, Part 1 and Part 2	Review the PowerPoints; no written assignments due, Sep 25
Week 6 – Sep 28	Unit 7 and Unit 8: Characteristics and School Years	Observation Experiences, Oct 2
Week 7 – Oct 5	Unit 9: Considerations for ELLs Unit 9: Family Life	no written assignments due
Week 8 – Oct 12	Unit 10: Intro to Instructional Technology Unit 11: Intro to Assistive Technology	Discussion Board Oct 16
Week 9 – Oct 19	Unit 12: AT Assessment & Consideration Unit 13: AT for Alternative Access	No written assignments due
Week 10 – Oct 26	Unit 14: AT for Communication Unit 15: AT & IT for Reading, Writing, & Math Unit 16: Evaluating Technology	No written assignment due
Week 11 – Nov 2	Work on assignment	Software Evaluation Nov 6

Week	Unit	Due Dates
Week 12 – Nov 9	Work on assignment	AT Module Assessment Responses Nov 13
Week 13 – Nov 16	Unit 17: Low Tech Assistive Technology	Teaching with Technology Submission Nov 20
Week 14 – Nov 23	Unit 18: Transition Thanksgiving Break Nov 26-27	Field Experience Log Submission Observation & Reflection Submission Nov 27
Finals Week	Work on your assignment	UDL BookBuilder Submission Dec 4

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other

than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

All assignments will be graded, and feedback will be provided no later than 7 days after due date.

Please continue to track your grades throughout the semester using Canvas. I welcome any questions or discussion about your grade on any assignment.

It is your responsibility to monitor your grades throughout the course. Your dedication, effort, and quality of work will be evidenced in your grade.

First Day Attendance Policy

First Day Attendance is due on January 12, 2024. There will be no exceptions to this being turned in late.

Late Policy

Late work may be submitted. A deduction of 10% per day late will be applied. This applies to all assignments.

Course Critical Assignments Required for FolioData Assessment

These are the assignments you will upload to FolioData for this course.

We will complete the

Software Evaluation as an activity during one of our course units and the Teaching with

Technology Project is one of your major assignments for the semester.

Critical Assignment Title: Software Evaluation

Critical Assignment Description: You will be expected to select software packages which have been designed for: 1) students with disabilities and 2) English language learners. You will complete the evaluation forms and develop a brief Power Point presentation on the software tools.

Portfolio Matching Standards (Candidates will be required to submit these assignments to

Portfolio): FEAP (2.g.)

Critical Assignment Title: Teaching with Technology

Critical Assignment Description: You will be expected to plan, design and implement a developmentally appropriate learning opportunity that utilizes technology-enhanced instructional strategies that support the needs of diverse learners, including individuals with moderate to severe disabilities and English language learners.

Portfolio Matching Standards (Candidates will be required to submit these assignments to

Portfolio): FEAP (2.h.) FEAP(2.i.)

A special note regarding Critical Assignments

Upon confirmation from the instructor, all of the critical assignments must be posted on your portfolio and evaluated before your courses grades are posted. Submit only the final versions of your critical assignments. If there are any questions regarding your critical assignments, please

let your instructor know. If there are any questions regarding your portfolio, please contact Dr.

Zafer Unal via email: unal@usfsp.edu.

You are required to receive a passing grade on critical assignments for both course and portfolio

purposes based on assignment requirements and evaluation rubrics indicated by the instructor.

Otherwise, you will not successfully complete the course. In the case of failure on any critical assignment, it is up to the instructor to provide you the option of revise and resubmit, or fail the class.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course.

For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private

resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for

their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)