



EEX 6248
Instructional Approaches for Exceptional
Populations

3 credit hours
College of Education
LLEEPs Department

COURSE SYLLABUS
Spring 2025

Instructor: Elizabeth Doone, Ph.D.
Location: asynchronous online
Office Location: EDU 402 J
Office Hours: Weds 4 - 5 pm & by appointment
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I. University Course Description

This course will prepare educators to develop, implement and evaluate educational strategies for students with disabilities. The content of the course meets the requirements for state teacher certification and is a requirement of all students seeking a master's degree in Exceptional Student Education.

II. Course Prerequisites

Graduate standing, an introductory course in Exceptional Student Education, and knowledge of Psycho-educational Assessment of Exceptional Students.

III How to Succeed in this Course

Program candidates are expected to complete all readings and assignments in the weekly modules on Canvas. Your involvement in the class sessions will add to your learning and the learning of your peers. Each candidate is expected to complete all on-line assignments included in the course modules by the posted due date according to the sequenced timeline. Participation in discussions & activities requires reading the course materials first and providing thoughtful comments or questions that add to or challenge the discussion. Participation points will not be afforded to those who only affirm another's point of view without meaningfully contributing to the conversation. In addition to discussions, candidates will participate in group projects and provide meaningful feedback to peers. All activities and assignments should be completed according to the outlined criteria, or rubric. Professionalism, online etiquette and common courtesy are required throughout the course.

IV. Course Topics

This course will introduce MA and MAT Candidates to effective strategies and instruction for:

- A. Arranging and managing the physical environment to facilitate instruction and ensure student safety.
- B. Identifying, developing, and implementing educational subject area goals in accord with federal and state legislation.
- C. Selecting, adapting, and/or developing instructional materials to meet instructional objectives and learning needs for students with LD, IDD, and E/BD, and for students who are culturally and linguistically diverse.
- D. Selecting and implementing appropriate instructional strategies to improve knowledge in all content areas.
- E. Adapting and/or modifying instruction to meet the learning needs of students with mild/moderate disabilities and students who are culturally and linguistically diverse.
- F. Demonstrating high expectations for all students and provide necessary supports for students to meet those expectations.
- G. Using assessment data to plan instruction and document student progress.
- H. Providing affective/social skills instruction to support student behavior.
- I. Demonstrating an understanding of reading and that reading is linked to other disciplines and can be applied to real-world integrated settings.
- J. Planning reading instruction that impact student learning by addressing the complex nature of reading including the cognitive, physical, emotional, linguistic, and socio-cultural aspects.
- K. Adapting reading instruction and assessment utilizing higher order thinking skills and methods of assessment to foster students' abilities to comprehend a wide range of text.

V. Student Learning Outcomes

Upon completion of this course, MA and MAT Candidates will be able to:

- 1. Arrange and manage the physical environment to facilitate instruction and ensure student safety
 - 1.1. Develop plans for utilization of volunteers and paraprofessionals
- 2. Address misconduct, interruptions, intrusions, and digressions in ways that promote instructional momentum
 - 2.1. Recognize factors which contribute to student misconduct
 - 2.2. Use appropriate verbal and/or nonverbal techniques for reinforcing and modifying student behavior
 - 2.3. Identify and solicit parent expertise in modifying student behavior
- 3. Identify long-range goals for subject areas in accord with federal and state legislation.

- 3.1. Formulate subject area goals consistent with state and district goals
- 3.2. Identify long-range goals appropriate to student needs.
- 4. Construct and sequences related short-range objectives for a given subject area in accord with federal and state legislation
 - 4.1. Identify knowledge, skills, and attitudes to be attained for subject areas
 - 4.2. Consider individual differences in determining goals and objectives
- 5. Select, adapt, and/or develop instructional materials to meet instructional objectives and student learning needs for students with LD, IDD, and E/BD
 - 5.1. Select materials based on instructional objectives and student learning needs and readiness levels
 - 5.2. Adapt materials to assist students in mastering objectives
 - 5.3. Determine materials to be developed based upon existing resources and student needs
 - 5.4. Use a variety of materials and media based upon objectives student needs, and available resources
 - 5.5. Adhere to copyright laws
- 6. Select/develop, sequence and evaluate learning activities that are appropriate to instructional objectives and student needs
 - 6.1. Identify and implement learning activities which are consistent with basic principles of human growth and development, considering various individual learning styles
- 7. Use class time effectively and efficient
- 8. Create and maintain academic focus by using verbal, nonverbal, and/or visual motivational devices
 - 8.1. Relate instructional objectives and activities to interests, feelings, capabilities, and experiences of students.
 - 8.2. Inform students about objectives, subsequent learning tasks, and performance expectations
 - 8.3. Modify instructional strategies based on student response and needs
 - 8.4. Use reinforcement techniques to maintain on-task behavior and promote student motivation
- 9. Stimulate and direct student thinking and check student comprehension
 - 9.1. Orient students to class work and provide appropriate transition statements
 - 9.2. Ask low and high order questions effectively to stimulate and direct student thinking and learning
- 10. Provide appropriate practice to promote learning and retention
 - 10.1. Circulate and assist students during seatwork to check comprehension and provide assistance
- 11. Use feedback procedures that provides information to students about the appropriateness of their responses
- 12. Demonstrate proficiency in assessment and evaluation
 - 12.1. Select and apply appropriate data-based instructional measures
- 13. Improve knowledge of reading curriculum and instruction
- 14. Improve knowledge of mathematics curriculum and instruction

15. Improve knowledge of spelling curriculum and instruction
16. Improve knowledge of oral language curriculum and instruction
17. Improve knowledge of curriculum and instruction for written expression
18. Improve knowledge of content areas
 - 18.1. Recognize the techniques for modifying content areas
19. Improve knowledge of social/affective skills
 - 19.1. Identify age-appropriate social/affective skills for individuals and groups
20. Improve knowledge of planning instruction
 - 20.1. Explain how to utilize information provided by other professionals
 - 20.2. Select and write IEP goals and objectives
 - 20.3. Identify prerequisite skill using a given curriculum
 - 20.4. Correlate learning styles and skill levels with instruction strategies and materials
 - 20.5. Demonstrate the ability to organize student groups by learning styles and skill levels, incorporating the matching of instruction, strategies, and materials
 - 20.6. Exhibit knowledge of how to select and adapt instructional strategies as appropriate
 - 20.7. Distinguish need for high/low level of activity
 - 20.8. Explain how to combine semi-independent/independent practice
 - 20.9. Distinguish the need for high/low cognitive level questions
 - 20.10. Distinguish the need for teacher/peer-directed instruction
21. Improve knowledge of record-keeping
 - 21.1. Identify essential elements of record-keeping
 - 21.2. Document student progress
22. Increase knowledge and use of curriculum and materials
 - 22.1. Recognize curriculum standards in basic academic areas
 - 22.2. Identify appropriate curriculum resources and materials
 - 22.3. Identify, review, and suggest modifications for instructional software

Key

FEAP – Florida Educator Accomplished Practices (FEAP)

CF – USF College of Education Conceptual Frameworks

CEC – Council for Exceptional Children Common Core of Professional Standards

ESOL – Florida Performance Standards for Teachers of English to Speakers of Other Languages

FL/ESE – Competencies and Skills Required for Teacher Certification in Florida Exceptional Student Education K-12

FRC – Florida Reading Endorsement Competencies

VI. First Day Attendance Policy

Candidates will be required to complete the discussion board found in Module 1 to confirm your participation in the course, this will count as first day attendance.

Candidates who do not complete the first day activity run the risk of being dropped from the course.

VII. Required Texts and/or Readings and Course Materials

There is no required text for this course. All required readings are posted on Canvas and should be read as assigned in each module prior to completing the activity.

VIII. Grading Scale

Grading Scale (%)	
94-100	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-
0 – 59	F

No grade below “C” will be accepted toward a graduate degree. This includes C- grades.

IX. Grade Categories and Weights

The total grade will be determined as follows:

<u>Assessment</u>	<u>Percent of Final Grade</u>
Literature Review	20%
Progress Monitoring Project	30%
Module Assignments	50%
	100%

Critical Task/ Key Assessment

All tasks designated as critical must be completed with a score of 3 or above on each criterion to pass the course. **The critical task for this course is the PMP.** A critical task indicator that is evaluated at a score below a score of 3 on any criterion must be resubmitted until a score of 3 or better is achieved and that score will be entered into the assessment system. However, the original grade on the assignment will be the score may be used to compute the final grade for the course. All revisions must be highlighted and completed prior to the last class.

X. Course Projects and Assignments

Assessment of Course Modules: Timely completion of module activities will be evaluated according to candidate participation, preparation, contribution and learning outcomes on discussion boards, lesson plans, reflection papers, Iris Module Activities, PPT and website reviews, and group assignments.
50% of your grade is the result of the completion of all course module assignments.

Literature Review: A comprehensive review of a selected topic related to effective, evidence-based instructional approaches for exceptional students is required. Graduate students are expected to appropriately utilize APA format and synthesize the gathered information from a recent review of the literature on a selected topic in a written paper of the quality, creativity and in-depth level expected of a graduate student. Candidates will choose a partner and review their literature review, provide extensive feedback, gaining an in-depth understanding of a second evidence-based approach. The literature review is worth 15% of your grade and the presentation to your peers is worth 5%. (NBPTS #5; COE #2)

Progress Monitoring Project: The *Progress Monitoring Project* is a Key Assessment for this course. This assessment is aligned with USF's College of Education Conceptual Framework and the National Board Professional Teaching Standards – Exceptional Needs, as well as the Council for Exceptional Children Common Core of Professional Standards and the Florida

Educator Accomplished Practices. The ESE Programs have identified a series of Key Assessments throughout the programs of study that will be assessed by faculty to determine if candidates are progressing toward required competency according to course standards. Candidates demonstrate competency by performing satisfactorily (earning a 3 or higher) on all standards associated with each criterion on Program Key Assessments. If the candidate does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted with all changes highlighted until competency is achieved. At the discretion of the department, the grade on subsequent attempts will be used in computation of the final grade for the course to promote the student to passing level if a passing grade is not achieved on the first submission of the project. Competency

on the Program Key Assessment must be achieved by the last day of exam week. The Progress Monitoring Project is worth 30% of your grade.
(NBPTS #1, #2, #3 #6; COE #2, # 5 #6)

Note: If the candidate is not teaching in their own classroom, then they must **make arrangements to complete the Program Key Assessment in an appropriate setting.** Please inform the instructor if you are not in your own classroom.

This project has been approved by the Hillsborough County Public School Research Review Process. Note that the individual student information is protected under the Family Educational Rights and Protection Act (FERPA). USF and HCPS both want to ensure that the students' records are protected, and teachers and potential teachers have the most appropriate training opportunities. Student information collected for this project will not contain identifying information (i.e. Videos with students in them, copies of student work and audio recordings of student interviews) and will not be retained after the completion of the course and the assignment of the grade.

XI. Course Schedule

Week	Module / Topics	Assignments Due
1	Getting to Know You Building a Classroom Community Introduction of Key Assessment	• Module 1 Discussion: Introductions (FDA)
2	Understanding MTSS and RTI Developing Your Aimline	• Module 2 Assignment: Progress Monitoring Overview • Module 2 Assignment: Graphing Baseline Probes • Module 2 Discussion: Choosing Your Focus Student • Module 2 Quiz
3	Evidence-Based Practices	• Module 3 Discussion: Evidence-Based Practices
4	EBPs Implementation with Fidelity	• Module 4 Assignment: Selecting Your Strategies • Module 4 Discussion: Fidelity Checklist & Ensuring Fidelity • Module 4 Discussion Wrap-Up
5	Progress Monitoring Project: Part 1	• Module 5 Assignment: Progress Monitoring Project: Part 1
6	Selecting Your Sources	• Module 6 Assignment: Literature Review Matrix
7	Writing Your Literature Review	• Module 7 Assignment: Peer Review Sign-Up • Module 7 Discussion: PMP Checkup

8	Differentiated Module on Lesson Plans	- Module 8 Assignment: Neural Branching MAT Candidates - Module 8 Assignment: Differentiated Instruction - Module 8 Assignment: Plan and Teach a Differentiated Lesson MA Candidates - Module 8 Assignment: Instructional Heuristic & Components of Effective Instruction Lesson Plan
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9	Self-Regulation Executive Functioning	- Module 9 Assignment: Self-Regulation - Module 9 Assignment: Final Draft of Literature Review
10	Individualized Education Programs (IEPs)	MAT Candidates - Module 10 Discussion: Website Exploration - Module 10 Assignment: Checklist of IEP Experiences - Module 10 Assignment: Checklist for Family Communication and Engagement MA Candidates - Module 10 Assignment: Breaking the School to Prison Pipeline
11	Advocacy Transition Planning	- Module 11 Assignment: The Power of Nonverbal Communication - Module 11 Assignment: Conceptual Framework of Self-Advocacy for Students with Disabilities
12	Self-Direction & Self-Monitoring	- Module 12 Assignment: Goal Setting to increase Self-Direction/Efficacy - Module 12 Assignment: Formulating self-monitoring strategies to support students and self - Module 12 Assignment: Including Students in the IEP Process

13	Key Assessment Due	• Module 13 Assignment: Progress Monitoring Project Due
14	Prepare PMP Presentation	• Please use this week to prepare your PMP presentation Happy Thanksgiving!
15	PMP Presentation	• Module 15 Assignment: PMP Presentations and Peer Feedback

XII 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, and sexual harassment that **apply to all courses at USF**. These may be accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

XIII. Course Policies: Grades

Late Work Policy:

Late submissions refer to any assignment turned in after the **midnight** deadline the night the assignment is due. All assignments are due at the date listed in Canvas. For every day an assignment is late there will be an automatic grade deduction of 10%. This is automatically applied by Canvas gradebook – however, if you believe there is an error, please contact me. In the event of illness, medical/health, bereavement event or other emergency related reason for submitting late work, official documentation of the reason must be submitted to your course instructor within one week.

Grades of "Incomplete":

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

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the one

semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

XIV. Course Policies: Technology and Media

Email: Communicate with the instructor about any questions or concerns for the course immediately. USE edoone@usf.edu and **NOT** the canvas email. Emails will be answered in 48 – 72 hours, except during Thanksgiving break.

Canvas: This course will be 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 view the resources provide on the home page. Also recall students should email the instructor using edoone@usf.edu. Canvas is not a robust platform when utilized on the phone, therefore students who have difficulty opening assignments or documents should be sure to access from their computer.

XV. Course Policies: Student Expectations

Academic Integrity

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution. The process for faculty reporting of academic misconduct, as well as the student's options for appeal, are outlined in detail in [USF System Regulation 3.027](#).

Course Policy on Acceptable Use of Generative AI Tools

Purpose: The purpose of this policy is to foster a dynamic learning environment that encourages technological adaptation, innovative thinking, and the ethical use of AI resources in academic endeavors.

Definition of Generative AI Tools: Generative AI tools refer to any artificial intelligence powered software, program or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.

Permitted Use: The use of generative AI tools is permitted for course-related submissions, including lesson plans, research, project information, and editing. However, students must responsibly use these tools, adhering to the guidelines outlined in this policy.

Student Responsibility: Students are responsible for appropriately using generative AI tools in their work. This includes:

- Citing all AI-generated content used in their submissions.
- Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content. Cross-reference claims and statements with original sources and providing appropriate citations are expected.
- Using AI tools as a supplemental resource not as the primary means of completing assignments. (Students are ultimately responsible for all content and editing)
- Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. Students are responsible for the accuracy of their submissions and must cross-verify the information produced by these tools with reliable sources.

Violation Consequences: Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion, as AI is a tool, but not the means for learning or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation ([USF Regulation 3.027](#)).

Questions and Clarifications: If students are unsure whether a tool they wish to use qualifies as a generative AI tool, or if they have questions regarding the allowable use of such tools, they should consult with the course instructor before using it.

Disruption to Academic Progress

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Academic Grievance Procedure

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic

grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Disability Access

Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) (SVC 1133) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least five (5) business days prior to needing the accommodation. A letter from SDS must accompany this request.

Sexual Misconduct / Sexual Harassment

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence ([USF System Policy 0-004](#)). The USF Center for Victim is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the [Office of Student Rights and Responsibilities](#) (OSSR) or the [Office of Diversity, Inclusion, and Equal Opportunity](#) (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the [USF Center for Victim Advocacy and Violence Prevention](#): (813) 974-5757.

Religious Observances

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF System Policy 10-045](#)). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising the USF System’s constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this Policy.

Statement of Academic Continuity

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor the Learning Management System for each class for course-specific communication, and the main USF, College, and Department websites, emails, and MoBull messages for important general information ([USF System Policy 6-010](#)). For additional guidance on emergency protective actions and hazards that affect the University, please visit www.usf.edu/em

Attendance Policy: Students are expected to participate in this online class weekly by contributing to the course wikis, discussions, readings and assignments. Keeping up with assignments is important as modules build to development and understanding of the key assessment.

Turnitin.com: In this course, turnitin.com will be utilized as deemed necessary. 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. After assignments are 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>. Essays are due at turnitin.com the same day as in class.

The 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, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

IMPORTANT DATES TO REMEMBER:

Assignment due dates require planning and preparation. Planning is required for the key assessments. Students should follow the sequenced timeline to secure a student collect the required data and implement the intervention. Due to the collaborative nature of some assignments in this course, and the need for peer-review partners, students should review due dates and plan accordingly. Assignments due at the end of spring break when students may be traveling may require students to complete assignments ahead of time. Always speak to the course instructor when extenuating circumstances arise.

Important University Deadlines include:

Drop/Add Deadline:	August 25, 2025
Withdrawal Deadline:	August 29, 2025
Labor Day:	September 1, 2025
Thanksgiving:	Nov. 27 & 28, 2025
PMP Presentation:	Dec. 3, 2025