



EEX 4070

**Integrating Exceptional Students in the Regular
Classroom**

83461 001

Fall 2026

Instructor Name

Jessica Hinton

Dr. Jessica Hinton

University Course Description

This course is a broad introduction to student populations with a particular emphasis on the educational aspects in the field of special education. It is designed to provide general educators and others with basic information about integrating students with special needs into general education classrooms. Strategies for working with students in general education settings and for identifying and referring students when they cannot succeed in the classroom. Particular attention is given to strategies for individualizing instruction, classroom organization, and behavior management in integrated settings. This course is required by the state of Florida for certification in all areas of elementary education, secondary education, and exceptional student education. EEX 4070 is certified as a Global Citizens course and may be used to fulfill partial requirements of the Global Citizen Awards upon successful completion of the course (final grade of B or higher).

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is delivered fully online. Weekly modules are released on Saturdays, and assignments are generally due the following Sunday, with selected course deadlines noted separately in the schedule. Each module includes assigned readings and learning materials such as textbook chapters, articles, and videos that provide the background needed to complete course activities.

Students will complete a range of applied assignments, which may include reflections, discussion posts, quizzes, case studies, lesson plan analyses, behavior planning tasks, and a critical task completed in stages across the semester. Active participation is expected through regular login, timely submission of assignments, and engagement in professional online communication with classmates and the instructor. Because this is an online course, students should plan to review materials each week, manage deadlines carefully, and expect approximately 3 to 6 hours of coursework per week.

Student Learning Outcomes

- a. Describe the historical events that prompted the need for legal protections and policies for educating students with various needs.

- b) Apply the legal mandates related to Response to Intervention/Multi-Tiered System of Support (RTI/MTSS) to create a plan for implementation to meet the academic and social/emotional needs of all students.

- c) Create an individualized behavior plan to demonstrate collaboration

skills, knowledge of tiered behavior support and positive behavior intervention.

d) Describe the eligibility criteria and steps for eligibility determination for a variety of disabilities. Create goals, accommodations, and instructional guidelines related to meet the needs of students with disabilities.

e) Create a collaborative teaching plan to demonstrate the ability to collaborate with other professionals and implement collaborative teaching strategies to support the individual needs of students in traditional educational settings.

f) Develop self-awareness with regard to values, beliefs, attitudes, and behaviors.

g) Adapt lesson plans to incorporate Universal Design for Learning (UDL), collaborative teaching practices, instructional guidelines and accommodations related to specific student needs, and multi-tiered systems of supports.

h) Develop the ability to put into action professed values, beliefs, and attitudes that express concern for others.

i) Incorporate plans for collaboration with families in regards to academic and behavior intervention, implementation of accommodations and supports, and progress towards goals and objectives.

Course Objectives

- a. Describe the historical foundations, legal protections, and policy developments related to the education of students with disabilities and other diverse learning needs.
- b. Apply legal and instructional frameworks related to Response to Intervention and Multi-Tiered System of Support (RTI/MTSS) to address students' academic, behavioral, and social-emotional needs.
- c. Develop an individualized behavior support plan that reflects knowledge of tiered behavior support, positive behavior intervention, and collaboration.

- d. Explain eligibility criteria and eligibility determination processes for a range of disabilities and develop related goals, accommodations, and instructional supports.
- e. Create a collaborative teaching plan that demonstrates effective partnership with other professionals in support of students in general education settings.
- f. Examine personal values, beliefs, attitudes, and behaviors related to teaching, disability, and inclusive practice.
- g. Adapt lesson plans using Universal Design for Learning (UDL), collaborative teaching, accommodations, instructional guidelines, and multi-tiered supports.
- h. Demonstrate the ability to act in ways that reflect professional values, respect for others, and commitment to inclusive education.
- i. Incorporate family collaboration into academic and behavioral planning, including communication about accommodations, supports, and progress toward goals.

Required Texts and/or Readings and Course Materials

Gargiulo, R. M., & Bouck, E. C. (2025). *Special education in contemporary society: An introduction to exceptionality* (8th ed.). Sage Publications.

Grading Scale

Grades will be determined based on the following scale:

A+ = 97% - 100%
A = 90% - 96%
B+ = 87% - 89%
B = 80% - 86%
C+ = 77% - 79%
C = 70% - 76%
D = 65% - 69%
F = below 65%

Grade Categories and Weights

Assignment Type	Points	Percentage of Total Points in the Course
Discussion board posts & responses	80	16%
Quizzes	105	21%
Module Assignments (lesson plans, behavior plans etc.)	205	41%
Critical Task	75	15%
Final Synthesis: What I Learned & Presentation	35	7%
Total Points in the Course	500	100%

Major Topics and Course Schedule

Week	Topics:	Dates
1	Intro, Syllabus, Person First/Identity Language	8/24-8/28 *Friday due date/First day attendance
2	Inventing "Normal" Historical Contexts of Special Education	8/31-9/6
3	Legal Foundations & Professional Responsibilities	9/8-9/13
4	Assistive Technology	9/14-9/20
5	Understanding Disabilities & Your Role as Teacher	9/21-9/27
6	Understanding Disabilities & Your Role as Teacher	9/28-10/4

7	Understanding Disabilities & Your Role as Teacher	10/5-10/11
8	Understanding Disabilities & Your Role as Teacher	10/12-10/18
9	Universal Design for Learning Models and Practice	10/19-10/25
10	Collaborative Teaching	10/26-11/1
11	Assistive Technology *Course Critical Task	Ongoing due 11/9
12	Global Citizens Assignment: English Language Learners Abilities and Disability Identification	11/9-11/15
13	Family and Community Collaboration	11/16-11/22
14	High Leverage Practices	11/23-11/29
15	Final Synthesis – Meet the Teacher	11/30-12/4 *Friday due date

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

Late Work Policy:

Late submissions refer to any assignment turned in after the 11:59pm deadline the night the assignment is due.

- Individual assignments submitted late will not receive a grade higher than "C," although a note is made of the quality.
- Extensions will be granted to those with documentation for medical emergencies, severe illness or family emergencies. Please notify the instructor as soon as possible.

Grades of "Incomplete":

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.

-

Writing Assignment Requirements:

It is expected that students will demonstrate a proficiency in written work. When a required page limit is expected, this does NOT include the cover page or reference page. This includes spelling, punctuation, syntax, format, and presentation, along with the correct APA citations. Therefore, it is critical that you edit and proofread all writing to ensure that the paper has a clear sequence with complete sentences and correct word formation (subject-verb agreement, verb tense, apostrophes, etc.). Poorly written and/or carelessly proofread papers (e.g., syntax, spelling, punctuation, and mechanical errors). Such papers ordinarily receive a grade of "C" or lower.

Papers must be double spaced in 12 pt. font with 1" margins. You must use American Psychological Association (APA, 7th Edition) rules. A copy of the APA manual can be obtained from the bookstore, but many websites are great resources for APA citation including the Purdue University OWL website.

Your writing should be in "People First Language". "People First Language" is used in professional fields to provide meaning and value to the student/person before the disability. We will discuss "People First Language" in more detail in class.

Critical Task

This course includes a critical task assignment. Students must receive at least a score of 3 out of 5 for each criterion on the final submission of the critical task scoring rubric in order to pass the critical task. Students will not receive a passing grade for the course if they do not score at least 3 out of 5 on each critical task scoring criterion on the **final submission**. The critical task is broken up into weekly chunks. Weekly chunks will not be regraded or accepted late, instead, students will submit their revised submissions in week 11 to get a passing

score. Students must submit all parts of the critical task as a final product the week the critical task is due.

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

Students are expected to maintain regular access to the technology required for this course, including Canvas, email, and a reliable internet connection. Because course materials, announcements, assignments,

and grades are provided online, students are responsible for checking the course site and their university email regularly.

Students should ensure that all submitted work is uploaded in the required format and by the stated deadline. Technical difficulties do not excuse missed work unless they reflect a documented university-wide system issue or a circumstance approved by the instructor.

Course media, including videos, presentations, and other digital learning materials, are provided to support course content and participation. Students are expected to engage with required media as part of their course preparation .

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)