



The Citadel
School of Education

EDUC 312: Teaching Students with Special Needs
Fall 2017

<i>Professor:</i> Dr. Tammy J. Graham	<i>Class Meetings:</i> Tuesdays & Thursdays
<i>Office:</i> 327 B Capers Hall	<i>Class Hours:</i> 1:00-2:15 p.m.
<i>Telephone:</i> 843-953-6854	<i>Meeting Room:</i> 202 Capers Hall
<i>Email:</i> tammy.graham@citadel.edu	<i>Office Hours:</i> Tuesdays: & Thursdays: 8:00-9:15 a.m. Wednesdays: 8:00-10:15 a.m.; 3:30-5:00 p.m.
<i>Credit Hours:</i> 3	<i>Other hours by appointment.</i>

PREREQUISITES: None

REQUIRED READINGS:
Selected Weekly Readings Provided by Professor via CitLearn

REQUIRED COURSE MANAGEMENT SYSTEM
This course uses the Citadel's course management system, CitLearn (<http://citadel.blackboard.com>), for email, class materials, assignments, and grades

STUDENT INFORMATION
This course is part of the program for education majors and other interested students who have little or no background experience with special education and is intended as an introductory course.

COURSE DESCRIPTION:
The course is designed to prepare prospective teachers to define and identify characteristics of students with disabilities (i.e. learning disabilities, intellectual disabilities, sensory and physical impairments) and students at other risks for school failure. Students will learn how to modify teaching methods and classroom management strategies to address the academic, social and emotional, and cognitive differences of students with special needs. Teaching students with special needs is based on the premise that it is the teacher's responsibility to meet the needs of every learner, typical or atypical.

COURSE FORMAT: The course will include interactive lecture, discussion, observation, cooperative learning, and project-based learning activities. Students are required to complete field experience activities to make connections between theory and practice.

CONCEPTUAL BASE: Developing Principled Educational Leaders for P-12 Schools
The Citadel's Professional Education Unit prepares principled educational leaders to be knowledgeable, reflective, and ethical professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop principled educational leaders who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self-knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of principled educational leaders. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into principled educational leaders capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are principled educational leaders who are knowledgeable, reflective, and ethical professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;
- 6.

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

Course Goals with Conceptual Base Indicator, CAEP Standards, CEC Standards	Evaluation Methods
1. Know requirements of current legislation for Special Needs children in public schools, i.e., IDEA, ADA, Section 504. C 1, CEC 6	Class Discussions, Resource Notebook, Group Action Plan, Exams
2. Know how to create an inclusive classroom. C 1, 5, 6, 7, 10, 11, 12, 13, 151 CAEP 1.1, 1.2, CEC 1, 2, 3, 5, 6	Class Discussions, Field Experience Presentations, Case Studies, Group Action Plan
3. Identify the characteristics, prevalence, and causes of exceptional students who have a variety of disabilities including intellectual disabilities, learning disabilities, blindness, deafness, physical disabilities, behavioral or emotional disabilities, communication disorders, autism. C 1, 2, 6, 7, 10, 11, 12, 13; CAEP 1.1, CEC 1, 6	Class Discussions, Resource Notebook, Case Studies, Group Action Plan, Exams
4. Know how to design and apply meaningful and effective instructional accommodations and/or strategies for students with various exceptionalities. C 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14; CAEP 1.1, 1.2, CEC 1, 2, 3, 5, 6	Class Discussions, Resource Notebook, Field Experience Presentations, Case Studies, Group Action Plan
5. Recognize the wide application of special education techniques to the broader population (i.e. ELL, elderly, culturally different, poverty stricken, delinquent, etc.). C 2, 5, 7, 13, 14	Class Discussion, Participation, Resource Notebooks; Group Action Plan
6. Know how to advocate for the exceptional student to make him/her an accepted member of the class and school community. C 13; CEC 7;	Class Discussions, Resource Notebook, Field Experience Presentations, Case Studies, Group Action Plan
7. Understand the impact of a special needs child on his/her family, including those from culturally and linguistically diverse cultures in order to be able to work effectively in partnership with the family. C 2, 5, 7, 13, 14; CEC 7; CAEP 1.1	Class Discussion, Participation, Resource Notebooks Group Action Plan, Exams
8. Know how to address the needs of culturally different exceptional students, including English Language Learners. C 2, 5, 7, 13, 14; CAEP 1.1, 1.2, CEC 1, 2, 3, 5, 6	Class Discussion, Participation, Resource Notebooks; Group Action Plan
9. At age-appropriate levels [and developmentally appropriate levels of instruction, explain the use of the career guidance standards and competencies as specified in the <i>SC Comprehensive Developmental Guidance Counseling Program Model</i> . CAEP 1.4, EEDA Standard 3	(EEDA Standard 3) Group Action Plan

Course Schedule for EDUC 312: Schedule subject to change based on class needs. Additional reading/activities regarding disability categories, laws for students with exceptionalities, current events in special education and/or special education topics related to the students' majors will be posted to CitLearn.

Date	Unit Topic	Activity/Assessment
8/24	Introductions	Review Syllabus/Assignments Ice Breaker
8/29	Introduction to Special Education	Activity: Exceptionalities Game
8/31	Education Forum	Activity: Inclusion
9/5	Special Education Laws and Timelines Collaborating with Families	Activity: Video Critique
9/7	Collaborating with Families	Activity: Conferencing Techniques
9/12	Universal Design for Learning Review for Exam 1	Case Studies
9/14	Exam 1	Assessment: Exam 1 Due via CitLearn Due by 2:15 p.m.
9/19	Intellectual Disabilities	Activity: Videos on Intellectual Disabilities
9/21	Learning Disabilities and AD/HD	Activity: Simulation Activity: Teaching Strategies
9/26	Emotional and Behavior Disorders	Activity: Video on Emotional Disturbance
9/28	Autism Spectrum Disorders	Activity: Video on Autism Activity: Social Stories
10/3	Gifted/Talented & Twice Exceptional	Activity/Assessment: Group Action Plan (due next class)
10/5	Speech/Language Impairment Review for Exam 2	Assessment: Group Action Plan Due by 2:15 p.m.
10/10	Exam 2	Assessment: Exam 2 Due via CitLearn Due by 2:15 p.m.
10/12	Sensory Impairments	Activity: Braille Activity: Video on Hearing Impairments Activity: Video on Blindness
10/17	Physical, Health, and Low Incidence Disabilities	
10/19	Early Childhood Education	Guest Speaker
10/24	Review/ Catch Up Prepare for Field Experiences	
10/26	Field Experience 1	Field Experience Activities at Local Schools
10/31	Field Experience 2	Field Experience Activities at Local Schools
11/2	Field Experience 3	Field Experience Activities at Local Schools
11/7	Field Experience 4	Field Experience Activities at Local Schools
11/9	Field Experience 5	Field Experience Activities at Local Schools
11/14	Field Experience Debrief Early Childhood	Guest Speaker
11/16	Field Experience Presentations	Assessment: Field Experience Presentations Due at 1:00 p.m. (in class)
11/21	Fall Break	
11/23	Fall Break	
11/28	Transition	Guest Speaker
11/30	Research for of Resource Notebook	Research Differentiated Instructional Techniques
12/5	Course Wrap-Up Review for Final Exam	Assessment: Resource Notebook Due by 10:00 p.m.
12/9	Final Exam- 8:00 a.m.	Assessment: Final Exam via CitLearn due by 11:00 a.m.

ASSESSMENT PROCES: Grades for EDUC-312 are based on a variety of assignments. The relative weights used for calculating the course grade are as follows:

Type of Assessment	Total points possible
Exam 1	10
Exam 2	10
Field Experience Presentations	20
Group Action Plan	10
Resource Notebook	30
Final Exam	20
	100

Final grading is based on the following scale:

Total Points	Final Grade
90-100	A
80-89	B
70-79	C
60-69	D
00-59	F

CLASS EXPECTATIONS

Class Attendance

One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. The college policy will be followed. Attendance will be taken and reported daily via The Citadel's Class Absence System.

Disability Disclosure

If you need accommodations because of a disability, please contact Dr. Jane Warner in 103 Thompson Hall or call 843-953-1820 to schedule an appointment. If your request for accommodations has already been approved, and you have your accommodation letter, please see the instructor as soon as possible during office hours.

Honor Statement

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at: <http://citadel.edu/r3/honor/manual.shtml>

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

COURSE ASSIGNMENTS: Students are required to complete the following assignments designed to broaden students' knowledge and understanding of special education. All assignments must be typed. The following evaluation criteria will be used by the professor: (a) guidelines were followed, (b) well organized and clearly written using Standard English, (c) linguistic integrity intact, (d) well-developed and meaningful content connected with information from the course and

(e) the report reflects the personal learning and growth of the student. Assignments are due on the dates listed on the course outline. Two points will be deducted for each day an assignment is late unless there are extenuating circumstances. In such cases, please contact the professor.

A. Examinations

Three examinations will be administered, including a comprehensive final exam. The exams will consist of questions designed to assess your understanding of readings in texts and articles, as well as information presented in class.

B. Group Action Plan

Students will work in groups to complete an action plan containing strategies and suggestions for a fictional student with a disability. Information on career clusters and IEP transition plans will also be included. Students will utilize technology, research-based strategies and the career guidance standards and competencies related to the 2005 Education Economic Development Act (EEDA) as guides when reporting their findings. Please see CitLearn for more details.

C. Field Experience Presentation

Students are required to engage in **10 hours** of field experiences. These activities are to guide your understanding of special education and related services. While in the classroom, students may analyze the classroom interactions without participating in the instructional process and/or, with permission, assist teachers with managerial tasks (i.e., handing out papers, making copies, administering tests, taking attendance, tutoring, etc.). Under no circumstances may you assume responsibility for the instruction of the class.

Questions to guide your observations will be provided for each field experience. Students will utilize technology to prepare a presentation about their field experiences and their reflections on each field experience. Please see the course schedule and CitLearn for more details.

Guidelines for Field Experiences

As you spend time in schools, remember that you are a guest in another person's classroom. As a professional courtesy to the teachers, please keep the following points in mind:

1. When you observe children in the school building, always report to the main office upon arriving and leaving. You will need your license. Do not go directly to a classroom, even if you know the teacher and location. The principal or other representatives of the school may wish to speak to you at the beginning and/or end of your visit.
2. Try to be unobtrusive. To the extent that you can, avoid interrupting classroom routines. If you have questions, save them for after the children leave. It is a simple courtesy, and the information you gather will be more accurate if you are not noticed.
3. Some adults will encourage you to participate in activities with the children, but you should do so only if invited.
4. Maintain the confidentiality of the teachers and students you observe. Do not ask adults for confidential information about children. In journal reports, avoid using last names and do not identify specific persons. You want to prevent even the remotest possibility of embarrassing someone.
5. Keep the information you gather as factual as possible, and avoid making premature judgments. The purpose of your observation is to see the content of this course applied in the classroom. Try to report your observations as objectively as possible.
6. A thank you note to the school is a thoughtful and appreciated gesture.
7. Remember: You are a representative of The Citadel; appropriate behavior and uniform is expected for all off-campus visits. **Cell phones should not be visible, should be turned off or on silent, and should not be used during classroom visits.**

D. Resource Notebook

Students will create a resource notebook to utilize during their careers. Depending on majors, the notebook will contain differentiated instructional and evaluation techniques to utilize with learners with exceptionalities and English Language Learners as needed (education/teaching specialization majors must choose this option) or laws governing services/accommodations for students/adults with disabilities and resources for students/adults with disabilities (non-education/teaching specialization majors may choose this option if more relevant to their major). Please see CitLearn for more details.