



**The Citadel
Zucker Family School of Education**

EDUC 514: The Exceptional Child in the School Fall 2017	
<i>Professor:</i> Dr. Tammy J. Graham	<i>Class Meetings:</i> Wednesdays
<i>Office:</i> 327 B Capers Hall	<i>Class Hours:</i> 5:30-8:00 p.m.
<i>Telephone:</i> 953-6854	<i>Meeting Room:</i> 311B Capers Hall
<i>Email:</i> tammy.graham@citadel.edu	<i>Office Hours:</i> Tuesdays: & Thursdays: 8:00-9:15 a.m. Wednesdays: 8:00-10:00 a.m.; 3:30-5:00 p.m. <i>Other hours by appointment.</i>
<i>Credit Hours:</i> 3 graduate hours	

PREREQUISITES: None

REQUIRED TEXTBOOK: Bateman, D.F., & Bateman, C.F. (2014). A principal’s guide to special education (3rd Edition). Arlington, VA: Council for Exceptional Children.

ADDITIONAL REQUIRED RESOURCES AND MATERIALS:

LiveText subscription with field experience component; completion of required LiveText disposition and field experience forms

IRIS Modules and Activities: <http://iris.peabody.vanderbilt.edu>

Selected Weekly Readings Provided by Professor via CitLearn

COURSE MANAGEMENT SYSTEM: The Citadel’s course management system, CitLearn, will be used for all class activities except the field experience logs and candidate disposition forms, which will be completed via LiveText.

STUDENT INFORMATION:

This course is part of The Citadel teacher education program and is intended for students with little or no background or experience with special education. Course content is appropriate for students from various fields as well as those who anticipate further study and future careers in special education.

COURSE DESCRIPTION:

The Exceptional Child in the School is designed to provide educators with information that will enable them to more effectively meet the academic, social, and behavioral needs of students with disabilities. Students with disabilities present unique challenges for school personnel. In addition to learning to make appropriate referral and placement decisions, teachers, administrators, and school counselors will learn to create learner-centered environments by making behavioral, instructional, and curricular modifications that will enable students with special needs, as well as typical learners, to become successful in regular education school settings. In 2014, 62.6 percent of students with disabilities (ages 6-21) received most of their instruction in the regular education classroom. (U.S. Department of Education, 2016). Therefore, it is essential that all educators have the understanding and knowledge to effectively serve exceptional students.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, 38th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2016, vol. 1, Washington, D.C., 2016.

INSTRUCTIONAL FORMAT: The course will be primarily in a face-to-face format; however, in some instances online activities will compliment and/or expand face-to-face instruction.

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 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;

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 Indicators, CAEP Standards, CEC Standards, CACREP Standards, and ELCC Standards	Evaluation Methods
1. Discuss the history, ethics, and professional standards relating to the education of exceptional pupils and understand how they have influenced current practice. C 1, 2, 10, 13; CEC 6	Class Discussions/Case Studies , IRIS Modules, Resource Notebook
2. Describe the different categorical classifications of exceptional children in terms of: <ul style="list-style-type: none"> a. definitions b. incidence and prevalence c. etiology d. learning characteristics, as compared to typical learners e. behavioral characteristics, as compared to typical learners f. educational programming. C 1, 2, 6, 7, 10, 11, 12, 13; CAEP 1.1, CEC 1, 6; CACREP II. G.3.a.,b., e., h.; G.7.f.; School Counseling G.1.; H. 5; K.3., L.3	Class Discussions/Case Studies , IRIS Modules, Quizzes, Field Experience Presentation/Journal, Resource Notebook
3. Know the components of the Individuals with Disabilities Education Act (IDEA), including provisions set forth in its reauthorizations. C 1; CEC 6; ELCC 6.1	Class Discussions/Case Studies , IRIS Modules, Quizzes, Resource Notebook
4. Be familiar with state and federal legislation and programs that affect individuals with disabilities. C 1; CEC 6; ELCC 6.1	Class Discussions/Case Studies , IRIS Modules, Quizzes, Resource Notebook
5. Describe the "continuum of services" that must exist in order to meet individual students' needs. C 1, 6, 7; CEC 6; CACREP II.G.3.h.	Class Discussions/Case Studies , IRIS Modules, Quizzes, Field Experience Presentation/Journal
6. List the roles and responsibilities of teachers, administrators, and support personnel relating to the provision of services to exceptional children, including identification, evaluation, placement, and related services. C 1, 5, 6, 7, 10, 11, 12, 13, 15; CACREP II.G 1.b., 3.e.; School Counseling H.4; ELCC 6.1	Class Discussions/, IRIS Modules, Quizzes, Field Experience Presentation, Resource Notebook,
7. Know strategies for adapting/modifying the educational environment to meet the needs of typical and atypical learners. These strategies include adapting/modifying: <ul style="list-style-type: none"> a. expectations b. evaluation procedures c. curricula d. materials e. presentation techniques f. task requirements. C2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14; CAEP 1.1, 1.2; CEC 1, 2, 3, 5, 6; CACREP G.3.e., G.5.f., G.7.f., G.7.g.; School Counseling H.4.; K.3; L.3; ELCC 2.1, 2.4	Class Discussions/Case Studies , IRIS Modules, Resource Notebook
8. Be familiar with techniques and procedures, which can be used to increase the acceptance of students with disabilities by their non-disabled peers. C 1, 6, 7, 8, 10, 11, 13, 14; CEC 7; CACREP II.G 5.f; ELCC 5.5	Class Discussions/Case Studies, IRIS Modules, Field Experience Presentation, Resource Notebook
9. Discuss problems and concerns of families of exceptional students, culturally diverse students, linguistically diverse students (ELLs), and at-risk students. C 2, 5, 7, 13, 14; CEC 7; CAEP 1.1; CACREP II. G.3.a., G.5.f.; School Counseling F.1., F.4., M.5., N.1; ELCC 4.3, ELCC 6.1	Class Discussions/Case Studies, IRIS Modules, Field Experience Presentations/Journals
10. Define and discuss the process of advocacy for exceptional persons. C 13; CEC 7; CACREP II.G 1.i., G.5.f.; ELCC 5.3, 6.1	Class Discussions/Case Studies, IRIS Modules, Field Experience Presentations, Resource Notebook
11. Acquire the knowledge, skills, and attitudes needed to assist their own students in building their self-esteem and self-confidence. C 2, 3, 4, 7, 8, 10, 11, 13, 14; CEC 6; CACREP School Counseling H.5.	Class Discussions, IRIS Modules, Field Experience Presentations, Resource Notebook
12. 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> (EEDA Standard 3); CAEP 1.4, CACREP School Counseling H.2., L.2	Class Discussions/Case Studies

INSTRUCTIONAL UNITS AND ASSESSMENTS: Schedule subject to change based on class needs.

Date	Unit Topic	Chapter	Activity/Assessment
8/23	Course Overview		Introductions; Syllabus; Ice Breaker
8/30	Special Education Law Special Education Eligibility	1 3	
9/6	Disability Categories	CitLearn Readings	Activity: Simulation
9/13	*IRIS Module 1: Collaboration with Families <u>AND</u> Quiz 1	IRIS Module	Assessment: IRIS Module 1 Due by 9:00 p.m. The IRIS Center. (2008). <i>Collaborating with families</i> . Retrieved from https://iris.peabody.vanderbilt.edu/module/fam/ Assessment: Quiz 1 Due by 9:00 p.m.
9/20	IEP and Principal's Role	4	Activity: Videos Activity: Conferencing Techniques
9/27	Placement/Inclusion	5	
10/4	Instructional Leader Co-Teaching Universal Design for Learning	6	Activity: Videos on Co-Teaching Activity: Case Studies
10/11	*IRIS Module 2: Creating an Inclusive School Environment <u>OR</u> Accessing the general education curriculum.	IRIS Module	Assessment: IRIS Module 2 Due by 9:00 p.m. The IRIS Center. (2010). <i>Creating an Inclusive School Environment: A model for School Leaders</i> . Retrieved from https://iris.peabody.vanderbilt.edu/inc/ The IRIS Center. (2004). <i>Accessing the general education curriculum: Inclusion considerations for students with disabilities</i> . Retrieved from https://iris.peabody.vanderbilt.edu/agc
10/18	Discipline for Students with Disabilities	7	Activity: Case Studies
10/25	Staffing Accountability Needs of Special Education Teachers	2 8 10	Activity: Case Studies
11/1	*IRIS Module 3: Teacher Retention <u>OR</u> Teacher Induction	IRIS Module	Assessment: IRIS Module 3 Due by 9:00 p.m. The IRIS Center. (2013). <i>Teacher Retention: Reducing the Attrition of Special Educators</i> . http://iris.peabody.vanderbilt.edu/module/tchr_ret/ The IRIS Center. (2013). <i>Induction: Providing Comprehensive Training for New Special Educators</i> . https://iris.peabody.vanderbilt.edu/module/induction/
11/8	School Counselors Transition, EEDA	9	Activity: Case Studies
11/15	Early Intervention		Possible Guest Speaker Assessment: Field Experience Presentation or Journal Due by 9:00 p.m.
11/22	Fall Break		
11/29	Review/Wrap Up		Assessment: Resource Notebook due by 9:00 p.m.
12/6	*Quiz 2		Assessment: Quiz 2 Due by 9:00 p.m.

ASSESSMENT PROCESS: Grades for EDUC 514 are based on a variety of assignments.

The relative weights used for calculating the course grade are as follows:

Assignment	Points
IRIS Modules	33
Quizzes	22
Field Experience Presentations or Journals	15
Resource Notebook	30
Total	100

Final grading is based on the following scale:

90-100=A, 86-89.9=B+, 80-85.9=B, 76-79.9=C+, 70-75.9=C, 0-69.9=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. Students are also expected to participate in online assignments. The college policy will be followed.

Disability Disclosure

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Academic Support Center located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

Honor Statement

As a professional educator, integrity is an expectation. Students of The Zucker Family School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at:

<http://www.citadel.edu/root/graduatecollege-current-students/honor-the-code>

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 their' knowledge and understanding of students with exceptionalities. 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 or presentation 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. IRIS Modules- 33 Points

Students will complete three learning modules via the IRIS website and will complete assessments that go with each module. The modules include videos, interviews, and case studies. Assessment responses are expected to be thorough and supported by research. Please see CitLearn for more details.

B. Quizzes- 22 Points

Students will be given the opportunity to demonstrate comprehension, knowledge, and application of important terms, laws, and characteristics related to students with exceptionalities via two quizzes administered on CitLearn. Please see the course schedule page and CitLearn for more details.

C. Field Experience Visits, Presentation or Narrative, and Log- 15 Points

Students will participate in fifteen hours of field experiences throughout this course. This exercise is designed to help you connect the content of the course to actual teaching practice. Questions to guide your field experiences will be provided. Field experience reflections will be shared with the professor via presentations or journal narratives. Field experiences may be completed in any order and will be logged in LiveText. Please see 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:

- When you observe children in the school building, always report to the main office upon arriving and leaving. Do not go directly to a classroom, even if you know the teacher and location. Schools require visitors to "sign in." The principal or other representative of the school may wish to speak to you at the beginning and/or end of your visit.
- 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.
- Some adults will encourage you to participate in activities with the children, but you should do so only if invited.
- Maintain the confidentiality of the teachers and students you observe. Do not ask adults for confidential information about children. In presentations, avoid using last names and do not identify specific persons. You want to prevent even the remotest possibility of embarrassing someone.
- 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.
- A thank you note to the school is a thoughtful and appreciated gesture.
- Remember: You are a representative of The Citadel; appropriate professionalism, including appropriate attire, 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 unless an emergency occurs.

D. Resource Notebook- 30 Points

Students will create a resource notebook to utilize during their careers. The notebook will contain a section on differentiated instructional and evaluation techniques to utilize with learners with exceptionalities and English Language Learners as needed and a section containing important points of laws including IDEA 2004, Section 504 of the Rehabilitation Act, and South Carolina Mandates. Please see CitLearn for more details.