Savannah State University
New Programs and Curriculum Committee
Summary Page – Form I

1. Submitting College: SOTE

2. Department(s) Generating The Proposal: Choose an item.
   Choose an item. (if needed)

3. Proposal Title: Exploring Exceptional Learner

4. Course Number(s): EDUC 3030

5. Course Title(s): Exploring Exceptional Learner

6. Effective Date: Spring Year: 2014

7. Brief Summary of Proposal: This course is designed to prepare candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students including those with a full range of disabilities in a diverse society. Additionally, the course will focus on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment outcomes. There will be a 10 hour field component to this course.

8. Type of Proposal: New Course If other, please describe: Click here to enter text.

9. Impact on Library Holdings
   Existing: None
   Additional: None
   Deletions: NA

10. Impact on Existing Programs: None. This course is designed to meet GaPSC Rules for Teacher Preparation and more specifically the clinical experience requirements of all teacher education majors. This specific rules satisfied by this course are 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAM and 505-2.16 CERTIFICATION BY STATE-APPROVED PROGRAMS.

11. Additional Resources Required
    Personnel: Adjunct or Part-time
    Non-personnel: None

12. Approvals:
    - Department Curriculum Committee
      Signature ___________________________ Date ____________
    - Department Chair
      Signature ___________________________ Date ____________
    - College Curriculum Committee
      Signature ___________________________ Date ____________
    - College Dean
      Signature ___________________________ Date ____________
    - Vice President of Academic Affairs
      Signature ___________________________ Date ____________
(Chair of the New Programs and Curriculum Committee)

- Faculty Senate

Signature________________________Date________________
1. **Course Number:** EDUC 3030

2. **Course Title:** Exploring Exceptional Learner

3. **Catalogue Description:** This course is designed to prepare candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students including those with a full range of disabilities in a diverse society. Additionally, the course will focus on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment outcomes. **10 hour field experience component is a requirement for this course. Verification of professional liability insurance and a clear criminal background check is required prior to placement in the field experience.**

4. **Rationale:** This course is one of the Scope and Sequence of courses needed to satisfy 505-3-.01 REQUIREMENTS AND STANDARDS FOR APPROVING PROFESSIONAL EDUCATION UNITS AND EDUCATOR PREPARATION PROGRAMS and specific program rule 505-2-.16 CERTIFICATION BY STATE APPROVED PROGRAMS.

5. **Credit Hours:** 3 Credit Hours

6. **Pre-requisites:** Admission to School of Teacher Education

7. **Syllabus:** See Attached

8. **Similarity to or duplication of Existing Courses:** NA


10. **Grading:** Grading Scale: A (90-100); B (80-89); C (70-79); D (60-69); F (Below 60)
EDUC 3030: Exploring Exceptional Learner
2014 Spring Syllabus
Savannah State University
School of Teacher Education

Instructor Information
Name: Dr. Keenya G. Mosley
Rank: Assistant Professor
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Email: mosleyk@savannahstate.edu
Office Hours: MWF 9:00am – 11:30am & TR 1:00pm – 2:30pm

Instructor’s Education:
Ph.D. Jackson State University, Jackson, MS
M.Ed. Columbia College, Columbia, SC
B.S. Alabama State University, Montgomery, AL

Catalog Course Description: This course is designed to prepare candidates to work collaboratively with families and school personnel to have a positive impact on the educational, social and behavioral development of all students, including those with a full range of disabilities, in a diverse society. The course focuses on knowledge of legislative mandates for serving exceptional students, characteristics of exceptionality, best practices in facilitating teaching and learning, and accountability through assessment outcomes. **There will be a 10 hour field component to this course. You cannot pass this course without it. Verification of professional liability insurance and a clear criminal background check is required prior to placement in the field experience. You will be unable to select a school for placement until this step is completed.**

Overview
Content for this course includes historical factors, legislation, characteristics, needs, educational strategies, including existing and emerging technologies, assessment, and support services of/for individuals with exceptionalities ranging from gifted to disabilities of mild, moderate to severe levels of varying disabilities. The course will study the impact gifted and disabilities on academic and social/emotional performances.

Credit Hours: 3

Pre-requisites: Admittance to School of Teacher Education

OBJECTIVES AND OUTCOMES:
   As a result of completing this course, the teacher candidate will be able to:

1. Identify key issues in Special Education and their impact on the exceptional learner and his/her family.
2. Identify and explain risk factors in development.
3. Discuss the characteristics of the various exceptionalities and the significance of individual differences in students with exceptionalities.
4. Reflect on and appreciate how society, culture, and school influence the lives of exceptional individuals, including important state and federal legislation mandating services.
5. Identify and describe the roles different individuals within the school play in an exceptional child's education.
6. Develop scholarship and critical thinking skills as the characteristics and distinctive problems of exceptional learners are presented.
7. Develop expertise in approaching and dealing with exceptional people.

REQUIRED TEXT: Hallahan, Daniel P., Kauffman, James M., & Pullen, James M. Exceptional Learners: An Introduction to Special Education twelfth edition.

METHODS OF INSTRUCTION: The basic class format will be discussion derived from the backgrounds, special interest, outside reading, and preparation for class. The quality of the class experience will depend largely on thoroughness of preparation, freedom of expression, and participation of individual class members. In addition, several student led presentations, online Desire2Learn (D2L) discussions, web seminars, and field trips maybe scheduled to learn about the variety of exceptionalities in education. D2L will be used as a web-assisted tool to further enhance the teaching and learning environment.

Post completed assignments, reflections, and other artifacts related to this course in your e-portfolio in TaskStream. Remember, completed assignments will be assessed through your e-portfolio in TaskStream. The e-portfolio is required for all education courses.

GENERAL COURSE REQUIREMENTS:

Choice of Assignments:
Watch and respond, in no more than seven (7) pages, to one of the following films:
- I Am Sam
- Children of a Lesser God
- Forrest Gump
- What's Eating Gilbert Grape?
- Rain Man
- My Left Foot
- Mask
- Nell
- The Other Sister
- Finding Nemo
- Benny and June
- Slingblade

Read and respond, in no more than seven (7) total pages, to three (3) journal articles that focus on instructional strategies for students with disabilities. Some journals to explore:
- Teaching Exceptional Children
- Intervention in School and Clinic
- Teaching K-12
- Phi Delta Kappan
- Exceptional Children
- Reading Teacher
- Instructor

A rubric will be provided.

**Field Observation and Report:**
Each teacher candidate will complete an observation of students with disabilities in school settings.

A structured observation report format and rubric will be provided.

**Case Study:**
A comprehensive case study on a student with disabilities will be completed. The case study will include the following components:
- Student’s demographic data
- Description of school and neighborhood
- Educational history (schools attended, reason for referral, placement)
- IEP goals and objectives, classroom accommodations
- Observational information
- Teacher Interviews
- Additional recommendations, educational accommodations, and/or modifications
- Summary and synthesis (Comparison of student’s characteristics with those described in the textbook, i.e., which characteristics were identified in your student? Integrate sources from the literature with what you observed in your case study.)
- Appendices such as student work samples, teacher interview questions/answers

A rubric will be provided.

**Research Paper**
Students will complete a research paper on a chosen topic in the field of special education. The paper should follow the following guidelines:
- At least 10 pages in length
- Follow APA format, including reference list
- Use at least 5 sources
- Possible topics include, but are not limited to:
  - Inclusion
  - Co-teaching
  - Working with paraprofessionals
  - Working with parents
  - Instructional strategies for students with disabilities (such as learning disabilities, Autism, etc.)
  - Reauthorization of IDEA
  - NCLB
  - Discipline
  - Classroom management
  - Behavior modification task analysis
**CLASSROOM NORMS:** During the first week of class, class members will establish norms (ground rules), a list of behaviors that the group agrees upon so that everyone can be comfortable in an educational setting that fosters learning. This is a model for setting ground rules in the students’ own classrooms someday, and is therefore doubly important to follow.

**FIELD EXPERIENCE PROJECT:** You will be required to complete a 10 hour field experience. This will involve observing a licensed teacher in a classroom. It is expected that you will carry out your field experience observations throughout the semester. You will receive further information and requirements for the field experience. The field experience report will count for 15 percent of your grade. If you do not complete the 10 hour field experience you will automatically receive an “F” in the class.

**CLASS PARTICIPATION:** Three vital parts of the teaching profession are: 1) Regular and prompt attendance 2) being prepared and 3) being a team player. As such, attendance along with class participation is an important part of your grade. Excessive absences will hurt your grade significantly.

Being a team player is very important as a teacher; therefore you will be placed in groups at various points throughout the semester and will be expected to participate and be prepared to contribute.

### Schedule of Activities

<table>
<thead>
<tr>
<th>Week One</th>
<th>Orientation/Expectations/ Library Resources and TaskStream (overview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Two</td>
<td>Chapter One Exceptionality &amp; Special Education</td>
</tr>
<tr>
<td>Week Three</td>
<td>Chapter Two Current Practices for Meeting the Needs of Exceptional Learners</td>
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<tr>
<td>Week Four</td>
<td>Chapter Three Multicultural and Bilingual Aspects of Special Education</td>
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<tr>
<td>Week Five</td>
<td>Chapter Four Parents and Families <strong>Case Study Planning</strong></td>
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<tr>
<td>Week Six</td>
<td>Chapter Five: Intellectual and Developmental Disabilities</td>
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<td>Week Seven</td>
<td>Chapter Six: Learning Disabilities Midterm Examination</td>
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<tr>
<td>Week Eight</td>
<td>Chapter Seven: Attention Deficit Hyperactivity Disorders <strong>Choice Assignment</strong></td>
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<tr>
<td>Week Nine</td>
<td>Chapter Eight: Emotional and Behavioral Disorders</td>
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<tr>
<td>Week Ten</td>
<td>Chapter Nine: Communication Disorders <strong>Case Study Assignment &amp; Presentations</strong></td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Chapter Ten: Deaf or Hard of Hearing</td>
</tr>
</tbody>
</table>
Week Twelve
Chapter Twelve: Blindness or Low Vision Research Paper

Week Thirteen
Chapter Thirteen: Low Incidence, Multiple, and Sever Disabilities Case

Week Fourteen
Chapter Fourteen: Physical Disabilities and Other Health Impairments
Field Observation Report

Week Fifteen
Chapter Fifteen: Special Gifts and Talents & Wrap Up

Reading Assignments, videos, and lectures (are as scheduled, unless otherwise noted). I reserve the right to change topics of discussion and “other” assignments in class without advanced notice. Students are expected to follow the University’s code of conduct regarding all assignments (both in and out of class).

GRADING:
Grades will be computed as follows:

Field Observation Report: 15%
Case study 20%
Research Paper: 20%
Choice Assignment: 25%
Final: 20%
TOTAL 100%

The grading scale below will be used to determine your final grade.

AVERAGE GRADE

90 -100 A
80 -89 B
70 -79 C
60 -69 D
BELOW 60 F

ABSENCE/WITHDRAWAL POLICY:
You are encouraged and expected to attend all classes. Roll will be taken at the beginning of each class. Missed classes count as absences even if you were not yet registered for this class. YOU ARE RESPONSIBLE FOR ALL MATERIAL COVERED, EVEN IF YOU ARE ABSENT. You will receive a grade of zero (0) for class participation and journaling on the days you are absent. These points cannot be made up. Please do not contact the School of Teacher Education to report an absence prior to class or to leave a message for me there. Any messages for me should either be emailed to me or left on phone number listed on this syllabus. There are no excused/unexcused absences, the grading policy allows for “infrequent” absences without significant penalty.
If a student does not attend at least one class during the first two weeks, they may be automatically dropped from the class. I am unable to withdraw you during the semester. If you need to do this before the midpoint of the semester, it is up to you to take care of this with the registrar's office.

TARDY ARRIVAL/EARLY DEPARTURE POLICY:
You are expected to arrive on time for each class and to remain until class is dismissed. Late arrivals (and early departures) disrupt the class and distract me.

COURSE AMENDMENTS
The instructor reserves the right to amend any aspects of the course outline as deemed necessary and useful to the goals of the course as well as the teacher candidates’ progress and success.

SAVANNAH STATE UNIVERSITY POLICIES

a. ACADEMIC HONESTY POLICY:
Cheating is against school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own.

Violations of the cheating policy will result in a grade of '0' for the assignment in question, and may result in a failing grade for the course at the instructor's discretion. See the Student Conduct Code in the Student Handbook for details and for a review of the appeals procedure. Additional information related to Academic Honesty as it applies to courses taken in the School of Teacher Education may be found on the website at http://www.savannahstate.edu/student-affairs/docs/SSU_Student_Handbook.pdf

b. AMERICANS WITH DISABILITIES ACT STATEMENT
If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services. A CDS Counselor will coordinate those services. It is the student’s responsibility to notify the instructor and to obtain an accommodation letter so that accommodations can be made for the class.

c. STATEMENT OF NON-DISCRIMINATION
Savannah State University supports the Civil Rights Act of 1964, Executive Order #11246, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. No person shall, on the basis of age, race, religion, color, gender, national origin or disability, be excluded from participation in, or be denied the benefits of, or be subjected to discrimination under any program or activity of the college.
Any individual with a grievance related to the enforcement of any of the above provisions should contact the Assistant Director of Human Resources, Ombudsperson.

d. AFFIRMATIVE ACTION STATEMENT
Savannah State University is an equal opportunity employer which assures that no person shall, on the grounds of race, creed, color, national origin, sex, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity the institution conducts. Savannah State University complies with all state and federal affirmative action guidelines and criteria in its employment and hiring procedures and practices.

e. EQUAL OPPORTUNITY STATEMENT
Savannah State University is an equal employment opportunity institution. The institution's policy is that all recruiting, hiring, and promotion in all categories will be accomplished without regard to race, creed, color, national origin, sex, sexual orientation, handicap, or age. All personnel policies and employees benefits will be administered in a nondiscriminatory manner. As a part of this policy, an equal employment opportunity/affirmative action office is maintained on campus.
SYLLABUS ACKNOWLEDGEMENT FORM

- I have received a copy of the Education 3030 course syllabus in person.
- I have read and understand the content.

Name ____________________________________________
(Please print)

Signature ____________________________________________

Date ____________________________________________

(You must e-mail this form to the instructor after the first week of class.)