# EDUC 514: Exceptional Children in School
# Fall 2022 Online

| *Professors: Dean Evan Ortlieb* | *Class Meetings*: Asynchronous |
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| *Credit Hours:* 3 graduate credit hours | *Office Hours:* by appointment |

**ONLINE COURSE OVERVIEW**

**Prerequisites:** None

**Course Description:**
The Exceptional Child in School is designed to provide a critical study of the history, issues, trends, and supporting research in exceptional education. The course teaches skills to educators and aspiring administrators who are essential in providing inclusive/integrated environments for differently abled children. Educators are often unprepared to work with students with exceptional needs. Teaching the Exceptional Child in Schools specifically prepares educators on how to accelerate and remediate learning based on learning profiles and learning processes versus merely labels. Furthermore, the course assists educators in acquiring practical knowledge and skills needed as an educator or future administrator for 21st century education.

**Course Learning Outcomes:**
1. Articulate the general historical framework from which current law evolved and special education processes.
2. Describe the characteristics and tiers associated with response to multi-tiered systems of support that includes acceleration for gifted and talented as well as intervention.
3. Explain the nuances of communication and collaboration with professionals and families of exceptional learners.
4. Understand the ideologies and characteristics associated with differentiated instruction and universal design for learning.
5. Demonstrate learning strategies to design learning experiences based on learning profiles that meet the needs of all students
6. Identify noncategorical modifications and accommodations you would make as a general classroom teacher to best serve students with various exceptionalities.

**Online Course Requirements**
- Computer
- Reliable Internet connection and software (DLS, LAN, or cable connection desirable_
- Access to Canvas
- Webcam
- Microphone
- Scanning (possibly with smartphone—Adobe Scan app recommended)

**Course Structure**
This course will be delivered entirely online through the Citadel's Learning Management System, Canvas. You will need your Citadel CWID and password to login to the course from the Canvas home page. (https://lesesnegateway.citadel.edu/cp/home/displaylogin).

**Technical Assistance**
If you need technical assistance at any time during the course or to report a problem you can:
Email the Center for Excellence and Innovation in Teaching, Learning, and Distance Education (CEITL &DE) at ceitlde@citadel.edu
- Visit the Canvas tutorials found in your Citadel Online Student Resource course, or visit the HELP MENU in your course navigation bar.

**COURSE RESOURCES**

**Writing/Tutoring Assistance:** The Student Support Center in Thompson Hall has a Writing Lab and Tutoring Center. One-on-one and group tutoring and consultations for students working on writing assignments are available. Services are also available online.

**Canvas (The Citadel's approved Learning Management System)**: Over the course of the semester, I will post reading notes, lesson plans, discussion prompts, self-guided lectures, grades, and other administrative information on the course Canvas site. Students must check Canvas each lesson for pertinent updates and other critical information daily.

**Online Courses**
The Canvas platform LMS is utilized in all digitally delivered courses as the required submission process for all course assignments, discussions, and related documentation.
All graded feedback from the course instructor will also be submitted and returned to the student in this manner.

**COURSE COMMUNICATION**

**Updated Contact Information:** Students must update contact information at the start of each semester to ensure instructor-student communication outside of Canvas, if required.

**Instructor-Student Communication**: I will respond to student emails to the best of my abilities and within 24 hours Monday- Friday unless there is an extenuating circumstance. I will do my best to respond within 48 hours on weekends.

**Announcements**
Announcements will be posted in Canvas on a regular basis. They will appear on your course homepage. Please make certain to check them regularly, as they will contain any important information about upcoming projects or class concerns.

**Email**
In this course we will use Canvas to send emails to your Canvas email account. Please check your messages regularly.
- Assignments will not be accepted via email.
- Check your Citadel email frequently and at least once daily.

**Questions**
In online courses it is normal to have many questions about things that relate to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q and A Forum which you can access by clicking Discussion Board link. If you wish to address information privately, please email the professor via the Canvas email feature.

**Discussion Forums**
Discussion Forums are a way for you to engage with each other about the course content. Each lesson module will have a question that links to a forum. You can also access each forum by clicking on the Discussion Board link in the course navigation menu. In order to get full credit for each discussion, you will need to post a thoughtful, well-written response to the prompt and follow the criteria outlined on the forum rubric.

**Virtual Office Hours**
We will host virtual office hours by appointment. We will be readily available to respond to email questions. Please let us know if would like to meet via Zoom during these times. Please email me to make an appointment.

**COURSE EXPECTATIONS AND REQUIREMENTS**
**Course Material:** Course material is for the sole use of students currently enrolled in the course and not for redistribution to electronic file sharing sites (share drives, Chegg, Course Hero, etc.).

**Attendance Policy:**
Distance education (online) students are subject to The Citadel's attendance policy. Attendance in a distance education (online) course is defined by active participation. Logging into Canvas does not qualify as sufficient evidence of attending as per federal financial aid guidelines, and nonattendance may affect financial aid and/or veterans' benefits. Completion of tests, submission/completion of assignments, and participation in discussion forums are activities used to document enrollment. (Note: logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement). Students who have not documented enrollment and participation by the end of the official drop/add period will be administratively dropped from the roll as "never attended." Students who fail to maintain active participation throughout a distance education (online) course also may be administratively dropped after the official add-drop date without the possibility of reimbursement. For this purpose, an unexplained absence from the course for more than two weeks is considered "non-participation."

**Disability Policy:** The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations. Students should speak to his/her professor and also make requests for academic accommodations to services for students with disabilities so we can ensure these accommodations and facilitate student success. If you have an immediate access need, please reach out to your faculty immediately in person, via email, or during office hours. Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the Services for Students with Disabilities as noted above. Please know that accommodations are not retroactive, so avoid any delays.

**Code of Conduct:** Responsibility for professional conduct rests with students as adult individuals and as members of The Citadel community. CGC students and cadets are expected to conduct themselves as responsible adults. All members of the campus community are expected to use reasonable judgement in all aspects of campus life and activity and to show due concern for the welfare and rights of others. Students are expected to adhere to all federal, state, and local laws. The Citadel protects freedom of action and speech, so long as the exercise of this freedom is not of an inflammatory or demeaning nature and does not interfere with the operation of the College. The Citadel's Conduct Policy prohibits the possession of drugs, destruction of property, making false statements of emergency situations, physical or verbal abuse, or harassment of any sort. Students who violate the rules and regulations of The Citadel are subject to expulsion or lesser sanctions. These rules and regulations are published in "Regulations for Non-Cadet Students for Fall and Spring Semester and All Students, Including Cadets, for Maymester or Summer School," which can be found online at:
http://www.citadel.edu/root/images/cgc/cgc_catalog/cgc-academic- catalog.pdf

**Academic Integrity Statement**: Students will submit only their own work for evaluation in this course, except as appropriately documented. All rules and stipulations of The Citadel's Honor Manual and Honor Code apply to this course, including its definitions and policies related to cheating, lying, stealing, and non-toleration. Cheating or evidence of academic dishonesty on any work submitted for evaluation will result in an "F" for both the assignment and the course. To ensure academic integrity, you must abide by both the letter and spirit of all honor, documentation, and citation requirements. Plagiarism in any form is unacceptable, as it fails to meet any standard of academic work. It is your responsibility to read and understand what constitutes intentional and negligent plagiarism. Plagiarism, intentional or negligent, may be referred as an honor violation. The complete Honor Manual may be found at: http://krausecenter.citadel.edu/wp-content/uploads/2019/08/2019-2020-Honor-Manual-WEB.pdf and the Honor Code can be found in the Course Catalog: http://www.citadel.edu/root/images/cgc/cgc-academic- catalog.pdf

**Completed Assignments**
All assignments and discussions for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. Late or missing assignments and discussions will affect the student's grade.

**Missed or Late Work Policy:** Assignments are due on the dates listed on the course outline. Ten percent of the assignment grade will be deducted for each day an assignment is late unless there are extenuating circumstances. In such cases, please contact the professor.

**Participation Requirements:** One of the most important aspects of the education profession is that of professionalism. Students are expected to participate in all assigned online activities and discussion boards as well as a weekly Zoom meeting.

**Assignments:** Students will have several opportunities to demonstrate your knowledge and understanding of the principles taught in this course. The primary means of evaluating your work will be through practical application of the material. All assignments must be typed. The following evaluation criteria will be sued by the instructor: a) guidelines were followed, b) well organized and clearly written using Standard English, c) well-developed and meaningful content connected with information from the course and d) the presentation or report reflects the personal learning and growth of students. In the event that you have difficulty completing any of the assignments for this course, please contact your instructor immediately. Please refer to Canvas for complete details regarding the activities and assignments for this course. The following is merely a summary. All online weeks run from Monday to Sunday, except the last week, which ends on Friday. ***All assignments are due at 11:59pm Eastern Time.

**Discussion Board:** Students will participate in weekly discussion board topics meant to broaden perspectives and assist with the connection between theory and practice. Minimum participation is one original response and two comment responses to your classmates for each discussion forum. The original response must be at least 200 words and each comment response must be at least 50 words. Post must demonstrate critical thinking skills, content knowledge, and organization. This would consist of new ideas, your perspectives, pointed follow up questions, etc. Please note both quantity and quality are important considerations when it comes to participation. A message which says simply, "I agree," for example would not constitute participation since it does not add anything substance to the discussion. A substantial post reflects that the student is able to critically engage the material. This means. You demonstrate. Your ability to synthesize comprehensive reflections of the material for the week, referencing the readings, reference other posts where appropriate, while participating in critical dialogue with your peers and the instructor online in regards to the course content. Participation can happen in several different ways including replying to a classmate's original post, making a reply to another reply or replying to a submission by the instructor. All original posts must be submitted by Sundays at 11:59pm. All two replies must be submitted by Tuesdays at 11:59pm to earn full weekly attendance and participation point unless otherwise indicated.

**Quizzes**: Quizzes will be administered during some weeks of study throughout the semester. The quizzes will consist of questions designed to assess your understanding of readings in texts and articles, as well as information presented in lessons.

**Acceleration/Intervention Portfolio:** Develop an MTSS portfolio containing 5 resources connected to five focus areas. Include students with a gifted and talented learning profile, autism, reading difficulties, and two other areas of focus. The acceleration/intervention portfolio should consist of articles (published in Google scholar, journals, professional websites, or on the What Works Clearinghouse) that contain activities or strategies for working with students with exceptionalities. The presentation for each of the five resources must include the following elements: (a) list the reference for the article and/or the article (b) show evidence that you have read the activities/strategies by providing a **brief summary** of the activity/strategy, (c) **the rationale** for including it in your portfolio, and (d) contribute additional related **accommodations**, **modifications** and uses of **technology**. Remember to focus on the learner profile and not the label. Please collect the articles that will be useful to you (i.e., if you are going to teach high school students in the area of math, collect articles that have strategies that are found to be effective with high school students and in the area of math).

**Assessment:** On-line summary in Word document (no more than ten typed pages including all details above), Google Site, voiceover Power Point, Prezi, or other modality of choice.

**Course Grades:** Grades for EDUC 514 are based on a variety of assignments. The relative weights used for calculating the course grade are as follows:

| Assignment | Percent |
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| Discussion Questions/Responses | 20% |
| Weekly Assignments | 30% |
| Quizzes | 20% |
| Portfolio | 30% |
| Total | 100% |

Grading Scale:
A= 90-100
B+=87-89
B=80=86
C+=77=79
C=70-76
F=69 and below

**Conceptual Framework:** 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....

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

***Reflective*** Principled Educational Leaders...

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

***Ethical*** Principled Educational Leaders...

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

**COURSE SCHEDULE:** *Schedule subject to change. Additional reading/activities will be assigned as needed.*

| Week | Topic | Outcomes/Conceptual Framework/Standards | Activities and Assignments |
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| Module 1<br><br>8/24- 8/30 | An Introduction to Universal Design for Learning in Special Education | Outcomes 4, 5; CF 1; CEC 1, 2, 6 | **Readings:** Review the weekly lesson, videos and readings provided in the course including the following chapters from the UDL text.<br><br>• Chapter 2: The UDL Guidelines for Teachers<br><br>• Chapter 3: Shining the Light on Engagement<br><br>**Assignments**-<br><br>• Video introduction (due 8/28 and two responses by 8/30);<br>• UDL article summary (8/30) |
| Module 2<br><br>8/31-9/6 | Special Education Law and Processes | Outcomes 1, 2 ,3; CF 1; CEC 1, 2, 6 | **Readings:** Review the weekly lesson, videos and readings provided in the course including the following chapter:<br><br>• Chapter 1: Introduction to Inclusive Teaching<br><br>**Assignments:**<br><br>• Module 2 Quiz (due 9/6 at midnight) |
| Module 3<br><br>9/7-9/13 | Part 1 of Multi-Tiered System of Support- Enrichment to Intervention | Outcomes 1, 2, 3; CF 2, 5; CEC 2, 5, 7 | **Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>UDL Now<br>• Chapter 7- Choice Assignments Expressing Knowledge in Endless Ways<br><br>The Inclusive Classroom: Strategies for Effective Differentiated Instruction |

| | | | • Chapter 7: Response to Intervention and Multi-Tiered Systems of Support<br><br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on Sunday (/30). At least two replies to peers for each prompt dueby 11:59pm ET on Tuesday (2/1).<br><br>**Assignments-** Due 11:59pm ET on 9/13 |
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| Module 4<br><br>9/14-9/20 | Part 2 of Multi-Tiered System of Support-Master Schedules: Putting the Pieces Together | Outcomes 1, 2, 3; CF 2, 5; CEC 2, 5, 7 | **Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Assignment- MTSS Assessment and Implementation Plan -** Due 11:59pm ET on 9/20 |
| Module 5<br><br>9/21-9/27<br><br><mark>**Live optional as a mini-review and Q/A for content covered thus far**</mark> | Communicating and Collaborating with Professionals | Outcomes 1, 2, 3; CF 2, 5, 7, 13, 14; CEC 2, 5, 7 | The Inclusive Classroom: Strategies for Effective Differentiated Instruction Chapter 2: Collaboration: Partnerships and Procedures<br><br>**Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on Sunday, 9/25. At least two replies to peers for each prompt dueby 11:59pm ET on Tuesday, 9/27.<br><br>**Assignments-** Due 11:59pm ET on Tuesday, 9/27 |
| Module 6<br><br>9/28-10/4 | The Role of the Local Education Agency (LEA) Rep | Outcomes 1; CF 1, 7, 8, 14; CEC 1, 2, 6 | **Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Assignments-** Begin building portfolio of resources - Due 11:59pm ET on Tuesday, 10/4 |
| Module 7<br><br>10/5-10/11 | Removing the Barriers: A Non-Categorical Approach to | Outcomes 1, 4, 5, 6; CF 1-14; CEC 1, 2, 4, 5, 7 | The Inclusive Classroom: Strategies for Effective Differentiated Instruction |

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| | Programming- High and Low Incidence Disabilities | | Chapter 3: Teaching Students with High Incidence Disabilities<br>Chapter 4: Teaching Students with Autism and Low Incidence Disabilities<br>Chapter 9: Promoting Inclusion and Classroom Peers<br><br>**Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Assignment- IRIS Module Questions -** Due 11:59pm ET on Tuesday, 10/11 |
| Module 8<br><br>10/12-10/18 | Least Restrictive Environment and Best Practices in Fidelity of Implementation<br><br>Plus<br><br>**Makeup Week (able to submit previously unsubmitted assignments)** | Outcomes 1, 4, 5, 6; CF 1-14; CEC 1, 2, 4, 5, 7 | **Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on Sunday, 10/16. At least two replies to peers for each prompt dueby 11:59pm ET on Tuesday, 10/18.<br><br>**Assignments-** Due 11:59pm ET on Tuesday, 10/18 |
| Module 9<br><br>10/19-10/25 | Reaching ALL Students: Gifted, and Talented | Outcomes 2, 3, 4, 5; CF 1-14; CEC 1, 2, 3, 5, 6, 7 | The Inclusive Classroom: Strategies for Effective Differentiated Instruction Chapter 5: Teaching Strategies with Other Special Learning Needs<br><br>**Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Assignment-** G/T Resource Review (portion of final project) - Due 11:59pm ET on Tuesday, 10/25 |
| Module 10<br><br>10/26-11/1 | Reaching ALL Students: Evidence Based Practices for English Learners and At-Risk | Outcomes 2, 3, 4, 5; CF 1-14; CEC 1, 2, 3, 5, 6, 7 | **Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on Sunday, 10/30. At least two replies to peers for each prompt dueby 11:59pm ET on Tuesday, 11/1.<br><br>**Assignments-** Literacy Intervention |

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| Module 11<br><br>11/2-11/8<br><br>**Live optional session as a review and springboard to final portfolio assignment** | Putting the Pieces Together for ALL Exceptional Learners | Outcomes 2, 3, 4, 5; CF 1-14; CEC 1, 2, 3, 5, 6, 7 | The Inclusive Classroom: Strategies for Effective Differentiated Instruction<br>Chapter 13: Teaching in the Content Area- Literacy<br>Chapter 14: Teaching in the Content Area- Mathematics<br> Teaching in the Content Area- Science, Social Studies, and Transitions<br>Chapter 8: Improving Motivation and Social Behavior<br>Chapter 10: Improving Attention and Memory<br>Chapter 11: Teaching Study Skills<br>Read<br><br>UDL Now-<br>Chapter 8: Scaffolding- Setting the Bar High and Raising Students to It<br>Chapter 9: The Best Ways to Teach Vocabulary<br><br>**Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on Sunday, 11/6. At least two replies to peers for each prompt due by 11:59pm ET on Tuesday, 11/8.<br><br>**Assignments-** Due 11:59pm ET on Tuesday, 11/8 |
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| Module 12<br><br>11/9-11/15 | Programming for Learner Profiles vs. Labels | Outcomes 4, 5, 6; CF 1-14; CEC 1, 2, 3, 5, 6, 7 | **Readings:** Review the weekly lesson, videos and readings provided in the course.<br><br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on Sunday, 11/13. At least two replies to peers for each prompt due by 11:59pm ET on Tuesday, 11/15. |

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| Module 13<br><br>11/28-12/5 | Assessing in a Standards-Based World | Outcomes 4, 5, 6; CF 1-14; CEC 1, 2, 3, 4, 5, 6, 7 | The Inclusive Classroom: Strategies for Effective Differentiated Instruction Chapter 12: Assessment<br><br>UDL Now<br>Chapter 10- Using Student Feedback to Inform Instruction<br>Chapter 11: Assessment the UDL Way<br><br>**Readings:** Review the weekly lesson, videos and readings provided in the course.<br>**Discussions:** Initial post to each prompt due by 11:59pm, ET on 12/3. At least two replies to peers for each prompt due by 11:59pm ET on 12/5<br><br>**Assignments-** Due 11:59pm ET on **Monday, 12/5** |
| Module 14<br><br>12/6-12/11 | Virtual Gallery Walk of Acceleration/Intervention Portfolios | Outcomes 2, 4, 5, 6; CF 1-14; CEC 1, 2, 3, 4, 5, 6, 7 | **Assignments**<br>Digital Portfolio due- 12/8<br>Feedback to Peers due- 12/11 |