



**EDUC 660-90-3: Introduction to
Exceptional Children
April 8 – June 15, 2019
3 Credits
Online**

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Required Textbooks:

Exceptional Learners: Introduction to Special Education, Daniel P. Hallahan, James M. Kauffman, Paige Pullen.
ISBN-13: 9780137033706
ISBN: 0137033702

*Edition: 12

Publication Date: 2011

Publisher: Pearson Education

There is a 13th edition of the textbook but 12th is less expensive so 12th is fine although either one is acceptable.

How to Differentiate Instruction in Academically Diverse Classrooms, Carol Ann Tomlinson

Publisher: ASCD

Print ISBN: 9781416623304, 1416623302

eText ISBN: 9781416623328, 1416623329

Edition: 3rd

Copyright year: 2017

Catalog Description:

ED 660 Introduction to Exceptional Children (3): Overview of categories of students served in special education including developmental and intellectual disabilities, specific learning disabilities, emotional and behaviorally disturbed, autism spectrum disorders, speech and language impaired, visually and hearing impaired, other health impairment, multiple disabilities, orthopedic impairment, deaf/ hearing impaired, blind/visually impaired, traumatic brain injury, and gifted/creative/ talented.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the

Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Program Learning Outcomes (PLOs):

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Content Knowledge (Knowledge of subject matter)
PLO2	Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning)
PLO3	Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner)
PLO4	Educational Technology (Knowledge of and application of appropriate technology for student learning)
PLO5	Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning)
PLO6	Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments)
PLO7	Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology)
PLO8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

At the end of this course, the students will:

CLO 1	Learn about the history of special education and the laws that govern programs and services for children with disabilities in a powerpoint presentation.
CLO 2	Identify the main characteristics of students with disabilities
CLO 3	Display knowledge of evidence-based instructional practices and assistive technology for exceptional learners
CLO 4	Create a differentiated learning plan that demonstrates the students' ability to accommodate, adapt, and extend lesson to address the needs of exceptional students.

Essential Questions Addressed in This Course:	Related CLOs	Related PLOs
Who are the exceptional students in our schools and what are their unique characteristics?	1,2	1, 6

What are the laws that serve to guide and protect the educational rights of exceptional children?	1	1, 8
What are the effective instructional practices and technologies that can be used by teachers to assist exceptional students in the classroom and in real-life situations?	2,4	3, 4

Assignment	Assignment Description	Pts	Due Dates
Threaded Discussions, Article/video reflections	Weekly textbook chapter assignments, video/article reflections, introduction Exceptional Learners and Differentiated chapters threaded discussion are due weekly. The course begins on a Monday and initial postings due on Saturday. Responses (2) to peers are due the next day Sunday. Full points will be awarded to postings that meet discussion rubric specifications. Word counts are specified in canvas (word count posted is minimum expected, can exceed). Responses to peers should be at least 75 words. DO NOT ATTACH documents; copy and paste in discussion thread.	120	Sat. midnight of week specified, responses due following Sunday, midnight
Differentiated IRIS assignments English Language Learners (ELL) Assignments	At the IRIS website from Vanderbilt University you will complete 1 assignment on ELLs. Teaching English Language Learners: Effective Instructional Practices- https://iris.peabody.vanderbilt.edu/module/ell/#content You will go through the module steps and answer the final questions on the assessment page (these are posted in the canvas assignment module). IF you took EDUC 663 Diverse Learners- you will do the following IRIS website assignment. Cultural and Linguistic Differences: What Teachers Should Know	20	Week 3 4/28/19

Assignment	Assignment Description	Pts	Due Dates
Differentiated Mid-term Assignments	Assignment #1: IDEA 2004 Powerpoint Assignment (if you did not take EDUC 633 Diverse Learners, if so only do Assignment #2) You are to construct a PowerPoint on the main principles of the federal law governing Special Education, IDEA 2004. In order for all prompts to be addressed fully, you will need to research beyond our textbook for this assignment. Be sure to include: 1. A brief but complete history (with a short description) of the federal law <i>Individuals with Disabilities Education Improvement Act (IDEA 2004)</i>. Create a timeline and include earlier versions of IDEA (hint, it has been around for decades, show that in your timeline) 2. The disability categories of Special Education listed and described. 3. Definitions of FAPE and LRE and explain what they mean. 4. The makeup of the IEP team <u>and</u> the role of the general education teacher in regards to Special Education students. 5. Compare and contrast <u>fully</u> the two identification procedures needed to qualify for special education services- a) The discrepancy model b) RTI tiered system model 6. Essential components/sections of an IEP. OR Assignment #2: (if you already took EDUC 633 Diverse Learners) 1. Describe the two major components of IDEA 2004: FAPE and LRE 2. Research three special education court cases that had a significant impact on Special Education Law. Present both sides of the court case, the final decision and the ramifications of the final judgment. If you live in Hawaii, try and find court cases that impacted Special Education in our state. (500-600 words).	30	Week 5 5/12/19

Assignment	Assignment Description	Pts	Due Dates
Movie Review	Obtain/rent/borrow a copy of Autism the Musical. This isn't due till week 6 but give yourself ample time. Our C-TRAC resource center in the education building has a copy to borrow as does the Sullivan family library, Netflix, some public libraries, etc. Watch the video, write a review and provide a short paragraph on each of the following questions: - Before the movie how did I view autism? - What challenges did the students with autism face? - What challenges did the parents of students with Autism face? - What did I learn about students with autism? - How have my views about students with autism changed?	10	Week 6 5/19/19
Differentiated Final Assignment	Assignment #1 is the standard assignment for this course. If you've have not taken EDUC 633 Diverse Learners you can do this assignment. Final Assignment #1: This is a learning plan paper based upon a lesson you have done or one found on the web with the basic standard information- grade level standards, purpose of the lesson, activity, assessment. You will then modify the traditional lesson to accommodate the diverse learners (below). Use evidence-based strategies (4-5 pages double-spaced, 3 references). You will describe how you will support: 1) An ELL student 2) a student with learning disabilities with an IEP (the IEP is in FILES). Go to section 21 to see Supplementary Aids and Services, Program, Modifications and Supports listed for teachers to implement. 3) a Gifted and Talented student who is easily bored, finishes grade level assignments quickly (please think of a strategy other than peer tutoring, parents want the student challenged). You will provide your rationale for the support you select. These should be evidence-based strategies that will help students be successful and challenged. Include the 3 references. P.S. IRIS is an acceptable reference. OR Assignment #2: (required if you've taken EDUC 633 Diverse Learners and available to all) Research Paper on a Disability or Area of Interest with approval from the instructor. This is an opportunity for all students to explore an area of interest (or need) related to exceptional children. You can explore some topic more in depth, i.e., ASD, behavioral strategies for ADHD, FAS (fetal alcohol syndrome), Bipolar Disorder, etc. This can be a topic that might be relevant for you. (5-6 pages double-spaced, include 3 references).	20	Week 10 6/15/19

Late assignments will result in loss of points

Grading Scale:

A = 200-186 B = 185- 170 C = 169- 159

Education majors need to receive a grade of “B” or better. Late submissions will result in loss of points.

All written course assignments must follow American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual).

Course Requirements:

It is expected that students check in online at least 2-3 times weekly. Many times, important information is communicated that can assist students in successful completion of weekly/ongoing assignments. Please check ANNOUNCEMENTS and eCollege email too.

Signature Assignment Assignments:

To document candidates’ progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). The Signature Assignment for EDUC 660 is:

- Differentiation Plan

Submission of Signature Assignment requires a LiveText account. Login to LiveText at www.livetext.com. Do this early in the quarter to make sure you have access.

Additional Resources:

Information on Education including differentiation:

Iris Center of Vanderbilt University website:
<http://iris.peabody.vanderbilt.edu/resources.html>

Wrightslaw at- <http://www.wrightslaw.com>

Information on IDEA 2004
Available on-line: <http://idea.ed.gov>

National Dissemination Center for Children with Disabilities
<http://nichcy.org/>

Response to Intervention (RTI) at www.rti.org

University Policies: Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.

Develop ideas, themes, and main points coherently and concisely.

Adopt modes and styles appropriate to their purpose and audience.

Be clear, complete, and effective.

Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Academic Honesty Statement

In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.

If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.

If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

Please refer to your Student Handbook and the Graduate Catalog for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Disability and Full Inclusion Statement:

Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Education Division Attendance Policy

(Revised 12/22/11)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.

Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

Hybrid courses (online combined with 3 or more on-ground meetings.) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Education Division Incomplete Grade Policy: At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date may not be extended.

3. Additional Notes

3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

KSD Referrals

Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.

Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it is necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Netiquette for Online Activities

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussions before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.