



**EDUC 660-90-3: Introduction to
Exceptional Children**
April 12, 2021 – June 19, 2021
3 Credits
Online

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Required Textbooks:

Daniel P. Hallahan, James M. Kauffman, Paige Pullen. *Exceptional Learners: Introduction to Special Education* (14th edition) 2019. (13th ed. is acceptable, 14th ed. recommended for Special Education Teachers). Pearson.

Print ISBN: 9780134806938, 013480693X

eText ISBN: 9780134806877, 0134806875

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 *Association for Advancing Quality in Educator Preparation* (AAQEP) 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 will demonstrate knowledge, skills, and dispositions in the following areas:

PLO 1	Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, Special Education students.
PLO 2	Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, Special Education students.
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary, Secondary, Special Education students.
PLO 4	Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

At the end of this course, the students will:

CLO 1	Describe the significant events in the history of special education and 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	1,4
What are the laws that serve to guide and protect the educational rights of exceptional children?	1	1,4
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	2

	Assignment Description		Due Date
Threaded Discussions, Article/video reflections	<p>Weekly textbook chapter assignments, video/article reflections, introduction</p> <p>Exceptional Learners and Differentiated chapters threaded discussion are due weekly by <u>Saturday</u>. The course begins on a Monday and initial postings due on Saturday. Responses (2) to peers are due the next day <u>Sunday</u>. 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).</p> <p>Responses to peers should be at least 75 words. DO NOT ATTACH documents; copy and paste in discussion thread.</p>	120	Sat. midnight of week specified, responses due following Sunday, midnight
ELL IRIS Assignment	<p>At the IRIS website from Vanderbilt University you will complete 1 assignment on ELLs.</p> <p>Teaching English Language Learners: Effective Instructional Practices- https://iris.peabody.vanderbilt.edu/module/ell/#content</p> <p>You will go through the module steps and answer the final questions on the assessment page (these are posted in the canvas assignment module).</p> <p><i>IF you took EDUC 663 Diverse Learners- you can do the following IRIS website assignment.</i> <u>Cultural and Linguistic Differences: What Teachers Should Know</u></p>	20	Week 3 5/2/21
	<p>Assignment: IDEA 2004 Powerpoint Assignment 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.</p> <ol style="list-style-type: none"> 1. A brief but complete history (with a short description) of the federal law Individuals with Disabilities Education Improvement Act (IDEA 2004). 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 <u>described.</u> 3. Definitions of FAPE and LRE and explain what they mean. 4. The makeup of the IEP team and the role of the general education teacher in regards to Special Education students. 	20	Week 5 5/16/21

	<p>5. Compare and contrast fully the two identification procedures needed to qualify for special education services-</p> <p>a) The discrepancy model (describe this)</p> <p>b) RTI tiered system model (<u>describe the 3 tiers</u>)</p> <p>6. Essential components/sections of an IEP.</p>		
Movie Reviews (2)	<p>1. Crip Camp (on Netflix, let me know if you do not have access). This is the story of the creation and implementation of the American for Disabilities Act (ADA). Simply write a reflection on it, include any new information you learned from the film. (200-250 words). Respond to 2 others' reflections.</p>	10	Week 1 4/18/21
	<p>2. 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. also have it. Students have reported it is on the web/youtube. (There is a recent movie, Autism: The Musical the sequel, following up on the 5 kids who are the focus of the original movie- you can revie this for extra credit if needed, contact me for information.) Watch Autism: The Musical and write a review, provide a short paragraph on each of the following questions:</p> <p>a. Before the movie how did I view autism?</p> <p>b. What challenges did the students with autism face?</p> <p>c. What challenges did the parents of students with Autism face?</p> <p>d. What did I learn about students with autism?</p> <p>e. How have my views about students with autism changed?</p>	10	Week 6 5/16/21

<p>Differentiated Final Assignment</p>	<p>You have the option to do either assignment #1 or #2.</p> <p>Assignment #1 is the standard assignment for this course. If you've have not taken EDUC 633 Diverse Learners you can do this assignment OR you can do assignment #2.</p> <p>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:</p> <ol style="list-style-type: none"> 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). <p>Provide your rationale for the support(s) 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.</p> <p>OR (if you've taken EDUC 633 Diverse Learners Or if you want to explore a disability in depth)</p> <p>Assignment #2: 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).</p>	<p>20</p>	<p>Week 10 6/19/21</p>
	<p>TOTAL</p>	<p>200</p>	

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.

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 Canvas email. The online 10-week semester progresses quickly. If you have difficulty keeping up, please contact your instructor.

Additional Resources:

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

Universal Design for Learning (UDL) <https://www.cast.org/impact/universal-design-for-learning-udl>

Course Policies

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. If for any reason you cannot meet these requirements, you need to contact the instructor immediately. For online classes, you should log on at least 2 times per week. While not required, it is recommended you create your postings off-line in word for example and then copy/paste into canvas. This way you will have it available to you at a later time if needed.

Instructor Communication: I will respond to students via email within 24 hours. If you need a more immediate response, please text me at 808-371-9679.

Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it 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.

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.

-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.

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

University Policies

Academic Honesty Statement: Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including

failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
 - Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
 - Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
 - Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
 - Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Tutoring and Writing Services: Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305\

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.

Disability Access:

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for

accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Credit Hour Policy: The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

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.

Schedule		
Dates	Chapters	Topics
Week 1	Diff- 1	Introduction to Differentiation

		Universal Design for Learning (UDL) Crip Camp Movie- beginning of ADA
Week 2	E.L.-1&2 Diff.-2 &3	Exceptional Learners- history/laws Rationale for Differentiation/addressing struggling, advanced, kids in the middle Cco-teaching Effects of Poverty on Students' academic performance
Week 3	E.L. -3&4 Diff.-4&5	Multicultural and Bilingual Aspects of Special Education/ ELL Story/Culturally Responsive Teaching Parents and Families Role of Teacher in Diff. classroom Learning Environment in Diff. classroom IRIS Assignment (Vanderbilt University)
Week 4	E.L.-5&6 Diff.6	Intellectual Disabilities Specific Learning Disabilities Kids with disabilities talk Examples of Diff. classrooms
Week 5	E.L-7&8 Diff.-7&8	Attention Deficit Hyperactivity Disorder, (ADHD) strategies Emotional or Behavioral Disorders (E/BD) Managing a Diff. classroom, addressing parents inquiries *Midterm: IDEA 2004 powerpoint
Week 6	E.L.- 9&10 Diff.-9,10,11	Autism Spectrum Disorder (ASD) Communication Disorders-Speech or Language Diff according to students- readiness, interest, learning profile
Week 7	E.L.11&12 Diff.12,13,14	Deaf & Hard of Hearing Blind & Low Vision Autism: The Musical Diff. according to content, process, products
Week 8	E.L.- 15	Leaners with Special Gifts & Talents Diff. conclusion/ student poem Tourette's Syndrome
Week 9	E.L.-13 & 14	Low Incidence, Severe Disabilities Physical Disabilities/Health Impairments I.E.P Accommodations & Modifications
Week 10		Final Assignment- Differentiation Lesson Plan (or research paper on a disability area of interest)