



Chaminade
University
OF HONOLULU

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue
Honolulu, HI 96816

Course Number: ED 326-90-1

Course Title: Exceptional Children

Department Name: School of Education and Behavioral Science

College/School/Division Name: Education

Course Credits: 3

Class Meeting Days/Room: T/TH, Eiben 102

Class Meeting Hours: 1:00-2:20 p.m.

Course Website Address (Canvas): <https://chaminade.instructure.com/courses/17064>

Instructor Name: Mary Smith, Ph.D.

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Phone: 808.735-4833/ 371-9679 ©

Office Location: Brogan 131

Office Hours: n/a

Instructor Website: <https://chaminade.edu/education-behavioral-sciences/ed-behavioral-faculty/mary-smith/>

Required Text:

Smith, Deborah D., (2007). Introduction to Special Education: Making a Difference 7th ed.

Boston: Allyn and Bacon.

ISBN-13: 978-0-205-60056-4

ISBN-10: 0-205-60056-5

University Course Catalog Description

ED 326 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.

Course Overview

During this course, teacher candidates will explore topics and current research as it pertains to special education. By the end of the course, students will be able to answer:

1. What are the laws that serve to guide and protect the educational rights of exceptional children?
2. Who are the exceptional students in our schools and what are their unique characteristics?
3. What are the effective instructional practices and technologies that can be used by teachers to assist students while learning difficulties in the classroom?
4. What strategies can be implemented to support the learning of English as a Second Language Learners and cultural diversities?

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace the integrity of creation.
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLOs):

Upon completion of the undergraduate B.S. program in Education, students will be able to:

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

Learning Outcomes

CLO 1	Display knowledge of IDEA 2004 and the laws that govern programs and services for children with disabilities.
CLO 2	Review the etiology and development, characteristics, learning needs of exceptional and diverse children.
CLO 3	Create learning plans for exceptional and diverse learners using evidence-based instructional methods such as Differentiation and Universal Design for Learning (UDL)

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values	4	2	5
Program Learning Outcomes	4	1,4	2, 3

Course Prerequisites

Be able to navigate on Canvas and ensure access to a computer. Able to seek technical assistance according to links provided and contact the instructor whenever an unforeseeable occurrence prohibits the completion of course and assignments.

Assignment	Pts	Assignment Description
UDL Lesson Plan	20	Develop and/or adapt 1 lesson plan using Universal Design for Learning (UDL) principles.
Hawaiian Project	20	Students will research a Hawaiian cultural site, a Wahi Pana. You will share the history and significance of this site in Hawaiian culture in a powerpoint. In addition, you will create a project/ lesson plan incorporating a field trip to this site.
Quizzes	103	Multiple choice quizzes will be presented aligning the text Exceptional Learners. Please read the instructions and rubrics carefully to guide the completion of each assignment. You will be given two attempts for each quiz to achieve your optimal goal.
Reflections	57	Videos/ articles, online canvas assignments related to chapter readings.
Total Points	200	

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

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

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.

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A = 200-185 points
- B = 184-168 points
- C = 167-154 points
- D = 153-145 points

Course Policies

This course is utilizing a Flex model, meaning the only due dates you have are 1) your course completion Schedule, which is due by 11:59pm on the Sunday of your first week in this class; and 2) all other assignments must be submitted by 11:59 pm on the last day of class (six months after your initial start date). The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want, meaning you can complete the course in as little as six weeks, or up to six months.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "IF" will automatically be recorded as an "F" on your transcript.

Writing Policy

Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of **APA** is required for all papers. If you need writing assistance, please seek help from Student Support Services and the **Academic Achievement Program**. All papers are to be word-processed, proofread, and solely the work of the author.

Netiquette Guidelines: The correct or acceptable way of communicating on the Internet.)

Rules- [see website](#) or copy and paste:

<https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

Instructor and Student Communication

Questions for this course can be emailed to the instructor at mary.smith@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the [2020-2021 Academic Catalog](#).

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-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.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Suggested Course Schedule

Weeks	Dates	Readings	Topic
1	1/11 & 1/13	Chapter 1	Disabilities Overview/ Perspectives/ History of people with disabilities/ Special Education
2	1/18 & 1/20	Chapter 1	"
3	1/25 & 1/27	Chapter 2	Special Education Law, IDEA 2004, ADA, IEPs, 504, Inclusion, Differentiation, UDL
4	2/1 & 2/3	Chapter 3	Cultural Diversity, ELLs Hawaiian Culture, Motivating and Effective Teaching strategies
5	2/8 & 2/10	Chapter 4	Speech and/or Language Impairments
6	2/15 & 2/17	Chapter 5	Specific Learning Disabilities/ RTI/Structured Literacy
7	2/22 & 2/24	Chapter 6	Attention Deficit Hyperactivity Disorder (ADHD)
8	3/1 & 3/3	Chapter 7	Emotional and Behavioral Disorder
9	3/8 & 3/10	Chapter 8	Intellectual Disabilities (formerly mental retardation)
10	3/15 & 3/17	Chapter 9	Physical or Health Disorder
	Spring Break		
11	3/29 & 3/31	Chapter 10	Deaf and Hard of Hearing
12	4/5 & 4/7	Chapter 11	Blind and Low Vision
13	4/12 & 4/14	Chapter 12	Autism Spectrum Disorder (ASD)
14	4/19 & 4/21	Chapter 13	Multiple, Severe Disabilities (read on your own)
15	4/26 & 4/28	Chapter 14	Gifted & Talented