



Chaminade
University
OF HONOLULU

Course Syllabus

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

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: EDUC-660

Course Title: Introduction to Exceptional Children

Department Name: Education

College/School/Division Name: School of Education and Behavioral Sciences

Term: Accelerated Spring 2024

Course Credits: 3

Class Meeting Days: Asynchronous

Class Meeting Hours: Asynchronous

Class Location: Online

Instructor Name: Denise Dugan

Email: denise.dugan@chaminade.edu

Phone: 808.735-4833

Office Location: Brogan 113

Office Hours: Tuesday & Thursday 10:00-11:00 am

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

University Course Catalog Description

Overview of the laws governing Special Education and student categories served in special education. This includes students with learning disabilities, emotional and behaviorally challenged, attention deficit hyperactivity disorders speech and language impairments, physical or health impairments, visually and hearing impaired, autism spectrum disorders as well as English language learners and gifted and talented.

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
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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Learning Outcomes

By the end of our course, students will be able to:

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/ exceptionalities in a PowerPoint presentation.
2. Review the etiology and development, characteristics, learning needs of exceptional and diverse children.
3. Display knowledge of evidence-based instructional practices and assistive technology for exceptional learners.
4. Create a differentiated learning plan that demonstrates the students' ability to accommodate, adapt, and extend lesson to address the needs of exceptional students.

Program Learning Outcomes

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, Special Education students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, and 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.

Alignment of Course Learning Outcomes

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

Model Code of Ethics for Educators

The [Model Code of Educator Ethics](#) is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

Course Prerequisites

Be able to navigate on Canvas and ensure 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.

Course Website:

[EDUC 660-90-3](#)

[EDUC 660-91-3](#)

[EDUC 660-92-3](#)

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](#) 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.

Assessment

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.	100	Sat. midnight of week specified, responses due following Sunday, midnight
English Language Learners (ELL) Assignment	Go to the IRIS website from Vanderbilt University at- https://iris.peabody.vanderbilt.edu/module/ell/. You will go through the module steps and answer the final questions on the assessment page (these are posted in the canvas assignment module).	20	Week 3

Assignment	Assignment Description	Pts	Due Dates
IDEA 2004 (or another option for showing knowledge of IDEA) Powerpoint	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: <ol style="list-style-type: none"> 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 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- <ol style="list-style-type: none"> a) The discrepancy model b) RTI tiered system model 6. Essential components/sections of an IEP. 	30	Week 5
IEP Identification/ Reading/ Writing	You will learn to read, write, implement or understand the information provided in an IEP. Due to the differing natures of the students in the class, this assignment will be updated and personalized to meet your unique needs.	30	Week 7

Assignment	Assignment Description	Pts	Due Dates
Differentiation Plan	This is a learning plan 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 lesson to accommodate diverse learners. 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 references. P.S. IRIS is an acceptable reference.	20	Week 10

Late assignments will result in loss of points

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after two weeks. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

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 Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- F Failed to grasp the minimum subject matter; no credit given

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

Course Policies

Late Work Policy

Late work will be accepted upon discretion from the instructor when arrangements are made prior to due date. No work will be accepted that is in excess of 2 weeks.

Writing Policy

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

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. 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 (see Plagiarism).

Instructor and Student Communication

Questions for this course can be emailed to the instructor at denise.dugan@chaminade.edu

Online, in-person and phone conferences can be arranged. Response time will take place up to [number of hours or days].

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 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor 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.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

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.

Schedule

Week	Topic	Tasks
1	<ul style="list-style-type: none"> -Introduction to Differentiation -Universal Design for Learning -Crip Camp Movie-beginning of ADA 	Course survey/Introduction
2	<ul style="list-style-type: none"> -Exceptional Learners-history and laws -Rationale for Differentiation/ addressing struggling, advanced, kids in the middle -Co-teaching -Effects of Poverty on Students' academic performance 	<ul style="list-style-type: none"> *Read Chapters 1 & 2 of Exceptional Learners Chapter 1-3- Diff

Week	Topic	Tasks
3	<ul style="list-style-type: none"> -Multicultural and Bilingual Aspects of Special Education/ ELL story/ Culturally responsive teaching -Parents and families -Role of teacher in Diff Classroom 	<ul style="list-style-type: none"> *Read Chapters 3 & 4 of Exceptional Learners -Read Chapters 4 & 5 of Differentiation -IRIS Assignment
4	<ul style="list-style-type: none"> -Intellectual Disabilities -Specific Learning Disabilities -Kids with Disabilities talk -Examples of Differentiated Classrooms 	<ul style="list-style-type: none"> *Read Chapters 5 & 6 Exceptional Learners -Read Chapter 6 of Differentiation
5	<ul style="list-style-type: none"> -ADHD strategies -Emotional or Behavioral Disorders (EBD) -Managing a Diff. classroom -Addressing parent inquires 	<ul style="list-style-type: none"> *Read Chapters 7 & 8 in Exceptional Learners - Read Chapters 7 & 8 in Differentiation - Midterm IDEA PowerPoint.
6	<ul style="list-style-type: none"> -Autism Spectrum Disorder (ASD) -Communication Disorders- Speech or Language - Diff. according to students-readiness, interest, learning profile 	<ul style="list-style-type: none"> *Read Chapters 9 & 10 in Exceptional Learners -Read Chapters 9, 10, & 11 in Differentiation
7	<ul style="list-style-type: none"> -Deaf and Hard of Hearing -Blind and Low Vision -Autism, The Musical -Diff. according to content, process, products 	<ul style="list-style-type: none"> *Read Chapters 11 & 12 in Exceptional Learners -Read Chapters 12, 13, & 14 in Differentiation
8	<ul style="list-style-type: none"> -Learners with Special Gifts & Talents -Diff. conclusion/ student poem -Tourette's Syndrome 	<ul style="list-style-type: none"> *Read Chapter 15 in Exceptional Learners
9	<ul style="list-style-type: none"> -Low Incidence, severe disabilities -Physical Disabilities/ Health Impairments -IEP Accommodations & Modifications 	<ul style="list-style-type: none"> *Read Chapters 13 & 14 in Exceptional Learners
10		Final Assignment-Differentiation Lesson Plan (or research paper on a disability area of interest)

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out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

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.

How This Course Meets the Credit Hour Policy

Activity group	Hours of engagement
Assignments	100.5 hours
Reading (Course text)	38 hours
Total	138.5 hours