



15800 Calvary Rd  
Kansas City, MO 64147

# Syllabus

Course: ED350 D Exceptional Learners  
Credit: 3 hours  
Semester: Spring 2025 (Session 2)  
Day and Time: Tuesdays and Thursdays from 1:00 – 2:20 p.m.  
Location: East Education Building  
Instructor: Dr. Mary F. Briggs  
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## I. DESCRIPTION

This course is an introduction to human exceptionality and special education. The student will study the diverse needs of students with varying abilities, how to diversify instructional planning for these individual differences in the least restrictive environment. Students will also study the laws covering special education students as well as best practices for collaborating with teachers of exceptional learners, parents, and administration. (Prerequisite: ED190 or permission of the Education Department program director; must be officially admitted to Teacher Education program)

*This course is offered in two formats: in-person and online. Students registered for in-person attend the classes in person, online students attend the classes via the online classroom. For both in-person and online students, assignments and interaction outside of the class period are done in the learning management system.*

## II. DEPARTMENTAL THEME STATEMENT

The Educator Preparation program at Calvary promotes the development of teachers within a distinctly Christian environment grounded in a Biblical philosophy of education. The program emphasizes pedagogical skills, differentiated learning, diversity appreciation, instructional technology and a search for truth while setting standards for professionalism and character for each teacher candidate. Students should graduate with a desire to be lifelong learners and servant-leaders.

*Our Mission: "...to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."*

### III. OBJECTIVES

A. General competencies to be achieved. The student will:

1. Acquire knowledge of the characteristics and educational needs of exceptional learners.
  - a. MTS 2.1, 2.2, 2.3, 2.4; PLO-1, 2, 4
  - b. Assignments: A, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8
2. Examine general methods, techniques, strategies, and materials used with various exceptionalities.
  - a. MTS 3.2, 3.2, 3.3; PLO-1, 2, 4, 5
  - b. Assignments: A, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8

B. Specific competencies to be achieved. The student will:

1. Identify high and low incidence exceptionalities and the educational and life issues associated with each one.
  - a. MTS 1.2, 1.3, 2.2, 2.4, 3.2, 3.3; PLO-1, 2, 4
  - b. Assignments: A, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8
2. Identify and define the categories of exceptional students and describe the methods employed in servicing their educational needs.
  - a. MTS 1.2, 1.3, 2.2, 2.4, 3.2, 3.3; PLO-1, 2, 4, 5
  - b. Assignments: A, B.1, B.2, B.3, B.4, B.5, B.6, B.7, B.8
3. Utilize assessment to evaluate skills and determine curricular approaches appropriate for children with special needs.
  - a. MTS 1.1, 7.1, 7.2, 7.4, 7.5; PLO-1, 5
  - b. Assignments: B.2, B.3, B.8
4. Research current trends and methods in special education.
  - a. MTS 8.2, 8.3, 9.1, 9.2, 9.3; PLO-1, 2, 4, 5
  - b. Assignments: A, B.7, B.8
5. Explain how to equip faith communities to engage families affected by disability.
  - a. PLO-1
  - b. Assignments: A, B.1, B.2, B.5, B.8

#### IV. MATERIALS

##### Required Textbooks:

- A. Bible (Please refer to Course Policies.)
- B. Course-related reading materials are available in CANVAS.

#### V. REQUIREMENTS

##### A. Reading Assignments

**Reading:** You will be expected to complete the weekly reading assignments and associated **Reading Responses**.

##### B. Written Assignments

1. Class Video Reports: Online students will complete a Class Video Report Form for each class session. In-class students are expected to complete a Class Video Report Form for any class session missed due to absence from class. The Class Video Report Form is available in Files in CANVAS.
2. Discussion Questions: Possible discussion topics/questions are listed in Files, Discussion Questions folder. Choose a discussion topic/question. Research and read to prepare for the discussion. Arrange to meet with one or more classmates for 15 – 30 minutes to discuss the topic/question. Complete and submit the Discussion Report Form to CANVAS. You will need to do this two times.
3. Quizzes: Complete four (4) quizzes.
4. Book Review: Read a 200-350 page biography of someone with a disability. After reading the biography, write a 750-1,000 word review. Your review should begin with a brief chronological retelling of the life of the main character. The rest of your review will address the questions provided in CANVAS.
5. Community Resources: Compile a chart listing 25 community resources intended to support individuals with special needs and their extended families. Further details for this assignment will be available in Files.
6. Movie Review: Watch and respond to a film about exceptional learners. Write a 500-750 word review in which you briefly summarize the story and then address the guiding questions provided in CANVAS.
7. Project – See the list of project choices in CANVAS, Files, Project Choices folder.
8. Presentation – You will present your project during Week 8.

## VI. METHODS

- A. Teaching:
1. Research and reading
  2. Writing
  3. Group discussion/activities
  4. Project
  5. Lecture
  6. Videos
- B. Grading
1. Weight given to assignments:

<b>Assignments:</b>	<b>Points:</b>
Book Review	100
Class Participation (In-Class Students) Report on Videos (Online Students)	250 points
Community Resources	150
Discussion Questions	120 (60 points x 2 questions)
Movie Review	100
Presentation	100
Project	300
Reading and Reading Responses	280 (40 points x 7 weeks)
Quizzes	100 (25 points x 4 quizzes)
<b>Total:</b>	<b>1500 points</b>

1. **Late assignments** may be penalized up to one letter grade from the earned grade on that assignment.
2. **The grading scale** listed in the current University Catalog will be used for this course.

## VII. COURSE POLICIES

*Students in the Teacher Education Department at Calvary University are also to abide by the policies listed in the Educator Preparation Program Handbook.*

### A. Grade Requirements

Education majors must maintain a high standard for GPAs to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education and Content Area coursework. ***This course must be passed with a grade of “C” or higher depending on the student’s GPA in Professional and Content Area courses. Receiving a grade lower than a “C” will mean that this course must be repeated.***

## **B. The Bible as Required Textbook**

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB), English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

## **C. Academic Honesty**

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

*All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.*

## **D. Academic Activity & Participation**

Students must engage in the weekly in-class session(s).

Students who are enrolled as **in-person students** are expected to be punctual and present in-person for each class session.

Students who are enrolled as **online students** will demonstrate their engagement by submitting a thorough video reflection form and any additional participation activities **BEFORE THE NEXT CLASS SESSION**.

**E. Technology**

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

**F. Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator ([aso@calvary.edu](mailto:aso@calvary.edu)) of any condition that may require support.

**G. Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association*, 7th edition.

**H. The Clark Academic Center**

The Clark Academic Center ([learning@calvary.edu](mailto:learning@calvary.edu)) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

***About Changes to this Syllabus:*** *The instructor reserves the right to make changes to this syllabus at any time during the course, but any changes made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*

**VIII. COURSE OUTLINE AND CLASS SCHEDULE:** The following course outline indicates the general direction for the content of this class:

<b>Week</b>	<b>Dates</b>	<b>Class Topics:</b>	<b>Assignments for the Week:</b>
1	March 18 & March 20	Equipping Faith Communities to Engage Families Affected by Disability  Zones of Regulation	<i>Due by Midnight on March 24<sup>th</sup></i> 1. Participate in class. 2. Complete the assigned reading. 3. Complete the Movie Review.
2	March 25 & March 27	Gifted & Talented Students Students with Learning Disabilities IDEA: 4 Goals	<i>Due by Midnight on March 31<sup>st</sup></i> 1. Participate in class. 2. Complete the assigned reading. 3. Complete the Book Review. 4. Work on Chosen Project.

<b>Week</b>	<b>Dates</b>	<b>Class Topics:</b>	<b>Assignments for the Week:</b>
3	April 1 <sup>st</sup> & April 3 <sup>rd</sup>	Speech & Language Families IDEA: 6 Principles	<i>Due by Midnight on April 7<sup>th</sup></i> 1. Participate in class. 2. Complete the assigned reading. 3. Complete Discussion Report #1. 4. Work on Chosen Project.
4	April 8 <sup>th</sup> & April 10 <sup>th</sup>	ADHD IEPs 5 Federal Laws	<i>Due by Midnight on April 14<sup>th</sup></i> 1. Participate in class. 2. Complete the assigned reading. 3. Community Resources Paper. 4. Work on Chosen Project.
5	April 15 & April 17	Emotional & Behavioral Disorders School Wide Systems Restorative Justice	<i>Due by Midnight on April 21<sup>st</sup></i> 1. Participate in class. 2. Complete the assigned reading. 3. Work on Chosen Project.
6	April 22 & April 24	Intellectual Disability Instructional Approaches Principles of Dignity	<i>Due by Midnight on April 28<sup>th</sup></i> 1. Participate in class. 2. Complete assigned reading. 3. Complete Chosen Project.
7	April 29 & May 1 <sup>st</sup>	Autism Disability Rights Movement	<i>Due by Midnight on May 5<sup>th</sup></i> 1. Participate in class. 2. Complete the assigned reading. 3. Complete Discussion Report #2. 4. Prepare Presentation of Project.
8	May 6 <sup>th</sup> & May 8 <sup>th</sup>	Student Presentations	1. Participate in class. 2. Present Project.