
Course: ED 350 D-ND Exceptional Learners
Credit: 3 credit hours
Semester: Spring, 2027 Session 2 March 15 – May 7 (This is an 8-week class)
Time: 1:00 – 2:20 p.m. Tuesdays & Thursdays
Instructor: Dr. Karen Hange
Location: East Education, Room 125
Contact Info: Office phone: 816-425-6186 Email: karen.hange@calvary.edu

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. 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, 6
 - b. Assignments: A.1, A.2, A.4, B.1, B.5
2. Examine general methods, techniques, strategies, and materials used with various exceptionalities.
 - a. MTS 3.2, 3.2, 3.3; PLO- 1, 2, 3, 4
 - b. Assignments: A.1, A.2, A.3, B.1, B.5

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- 2, 3, 4
 - b. Assignments: A.1, A.2 A.4, B.1, B.2, B.5

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- 2, 3, 4, 5
 - b. Assignments: A.1, A.2, B.1, B.2
3. Identify curriculum approaches appropriate for children with exceptional needs.
 - a. MTS 1.1, 7.1, 7.2, 7.4, 7.5; PLO- 2, 3, 5
 - b. Assignments: A.3, A.4, B.3, B.4, B.5
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, 6
 - b. Assignments: A.3, A.4, B.5
5. Develop a Biblical attitude and practice person-first language toward students with exceptionalities.
 - a. MTS 1.1, 1.5, 2.3, 2.6, 6.2 ; PLO- 1, 2, 4, 6
 - b. Assignments: A.4, B.1, B.2, B.5

III. MATERIALS

A. The Bible (see note below in course policies).

B. Required Textbook

Hallahan, Daniel P., Kauffman, James M. & Pullen, Paige C. *Exceptional Learners: An Introduction to Special Education*, 15th Edition. Pearson Publishing, 2023. ISBN: 978-013752035-0 Available to rent from Pearson for \$10.83 for 6-months. Purchase price for life-time access: \$94.98

B. Additional Reading

You will be expected to read additional material (handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

IV. REQUIREMENTS

A. Weekly Assignments

1. **Textbook Reading:** Read the assigned textbook chapters according to the reading schedule provided in the Tentative Class Schedule. Reading the text thoroughly will provide a context for class discussion and activities. There will be between two and three chapters of reading per week.

To accomplish our learning goals, you will need to be engaged in lots of learning outside of the classroom. You will be expected to read the text and the assigned articles. While we will be reviewing some of the concepts from the text in class, we will simply not have enough time to cover everything. The more you read now, the better prepared you will be when you enter your future classroom!

2. Chapter Quizzes

A quiz will be posted on CANVAS to review the material from each week's readings. This will reinforce the main ideas and provide evidence of understanding. Students will be allowed to use the textbook as reference during the quiz.

3. Discussion Posts

Students will be asked to read articles related to the course content and respond to the guiding questions with 400-500 word response and respond to the reflections of two of their peers each week by midnight on Sunday. Additional support must be provided from an academic source beyond the article posted and appropriate citation information must be included.

4. Class Notes

Students will be expected to take notes over the class sessions using the note template provided by the instructor. These doodle notes will allow students to experience the type of note-taking skills that may be useful as an instructional strategy for their future teaching experiences.

B. Projects & Activities

1. **Research Paper:** Students will select a topic to research from the list below. The paper should be 2,000 – 2,500 words and should include an overview of the topic and summarizes the challenges, statistics, support, and educational options. Topic areas to consider include:

- ADHD
- Autism Spectrum
- Developmental Challenges
- Emotional Disorders
- Communication Disorders
- Learning Disabilities
- Trauma Backgrounds
- Visually Impaired

2. Professional Development Presentation

After completing the research paper, students will prepare a PD session that can be shared in class. The student should develop both a PowerPoint presentation and a handout that will allow their peers to take notes during their presentation. The PowerPoint should include 8-10 slides and last 10-12 minutes. In the presentation, you will respond to the following prompt,

“If I had a student in my class with _____, I would _____.”
and then follow-up with best teaching practices that will enable a classroom teacher to meet the needs of students with those tendencies.

3. **Book Review:** Read and review a biographical story of someone with a disability. You will be provided with a resource list; however, you are free to choose a book that is not on the list with permission from the professor prior to reading the book. Books should be a minimum of 250 pages. The written review should be 1,000

words and should briefly summarize the story and address the guiding questions provided in CANVAS.

4. **Movie Review:** Watch and respond to a film about exceptional learners. The review should be 600-700 words and should briefly summarize the story and address the guiding questions provided in the assignment handout. The movie must be selected from the list on the assignment handout or must be pre-approved by the instructor. Watching a movie as a group is acceptable, but each person must write their own movie review. Often, discussing a movie in a group helps to reveal a depth and significance of meaning that might otherwise be lost.
5. **Field Trip Report:** The instructor will arrange a field trip to participate in a group event with students with exceptionalities. Students will have the opportunity to observe a variety of teachers and paraprofessionals with expertise in different areas and ask questions. Following the experience, students will write a 500-600 words reflection paper that identifies new appreciation and deeper understanding of the benefits of inclusion.

V. METHODS

A. Teaching

1. Reading & Lectures
2. Research & Writing
3. Projects & Presentations
4. Discussions
5. Quizzes

B. Grading

1. Weight given to assignments:

Research paper	200 points
PD Presentation	50 points
Book Review	150 points
Field Trip Report	100 points
Movie Review	100 points
Class Notes	100 points
Discussion Questions (25 points x 6 posts)	150 points
Chapter Quizzes (10 points x 15 chapters)	150 points
Weekly Participation in Class or Online	<u>250 points</u>
Total for all assignments:	1,250 points

2. **Late Assignments** may be penalized up to one letter grade from the earned grade on that assignment.
3. **Letter/Numerical Grading Scale**
The scale listed in the current College Catalog will be used for this course.

VI. 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 GPA standard to successfully complete their program. Education majors must maintain a 3.0 GPA in Professional Education coursework and a 2.5 GPA in 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.

Additionally, submission of work for this class must express original thought and should be written in the voice of the student. Research should be conducted using academic, peer-reviewed sources (not blogs or other opinion/editorial sites). However, even when citing sources, students must explain the ideas/concepts

presented in their own words. Extensive copying of source material is not permitted, even if the source is cited on the reference page.

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 weekly.

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 on the table or 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) 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) 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.

VII. COURSE OUTLINE AND CLASS SCHEDULE

1	Mar 16 & 18	Exceptionality & Special Education Chapter 1	
2	Mar 23 & 25	Current Practices for Meeting the Needs of Exceptional Learners Chapter 2	
3	Mar 30 & Apr 1	Multi-Cultural Competence Parents & Families Chapter 3 & 4	Book Review

4	Apr 6 & 8	Intellectual, Developmental & Learning Disabilities Chapters 5 & 6	Field Trip
5	Apr 13 & 15	ADHD & Emotional Behavioral Challenges Chapters 7 & 8	Movie Review
6	Apr 20 & 22	Autism Spectrum & Communication Disorders Chapters 9 & 10	Research Paper Due
7	Apr 27 & 29	Physical Disabilities	PD Presentations Due
8	May 4 & 6	Gifted & Talented	