

CMI COURSE CURRICULUM COURSE ACTION

Course Title: Issues in Exceptionalities **Alpha Number:** SPED261 **CIP No:** 13.01.01

Type of Action:

☐ New Course (attach narrative justification for course creation)

☒ Substantive Revision (attach narrative justification for changes, including assessment and/or achievement data and feedback from the advisory committee if relevant)

Select all that apply:

☒ Change in number of credit hours

☒ Change in prerequisite

☒ Substantive change in course
content

☒ Change to SLOs

☐ Other:

☐ Non-substantive Revision

Select all that apply:

☐ Change in Alpha Number or Title (unless letter abbreviation has not
previously been used)

☐ Edit to course description that does not alter the substance of the course

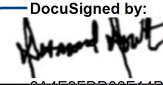
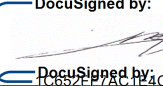
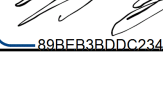
☐ Change to recommended texts

☐ Other

☐ Reinstitution of Archived Course (attach narrative justification for reinstitution, including evidence of demand, evidence of capacity, feedback from the advisory committee if relevant, and commentary that speaks directly to the reasons the course was initially archived).

☐ Reaffirmation of Course (only allowable if course completion rate exceeds ISS, the benchmark has been met for the majority of SLO assessments, and there is no evidence of inequitable levels of achievement across subpopulations; attach evidence).

Approvals:

	Name	Signature	Date
Department Chair	Rosie Koroi	 DocuSigned by: Rosie Koroi	3/12/2025
Curriculum Committee Chair	Desmond Doulatram	 DocuSigned by: Desmond Doulatram	3/13/2025
Dean of Academic Affairs	Edward Alfonso	 DocuSigned by: Edward Alfonso	3/14/2025
VPASA	Dr. Elizabeth Switaj	 DocuSigned by: Dr. Elizabeth Switaj	3/14/2025

CMI COURSE OUTLINE

CIP No. 13.01.01

SPED 261

Version No. 2

Issues in Exceptionalities

Alpha Number

Course Title:

Previous Alpha Number:

Course Description: Focuses on the history of special education, twice exceptional gifted students, impact of trauma and learning and Response-to-intervention. IE Explores practical methods of instruction and skills needed to provide gifted students with the avenue to demonstrate their abilities. IE course also examines, and reviews legislation to promote inclusion for all and apply theories relevant to exceptional classrooms and disabilities prevalent in the classrooms.

Additionally, the IE course is designed to promote inclusion, self-determination prospects and equip educators with the necessary knowledge to understand their role and responsibilities. IE will also help educators to develop their instructional skills through the use of Universal Design for Learning (UDL) for empowering twice-exceptional gifted students and students with special needs through a holistic learning experience for effective teaching learning outcomes in a dynamic classroom environment.

Course originally prepared by: Education Department

March 2012

Most recent revision by: Mellessia Crawford

Education Department

March 2025

Course mode(s): ☒ Face to Face (including Zoom) ☒ Hybrid ☐ Distance Education

Credits calculated by: 3 Credit Hour Clock Hour

Contact Hours: 45

Type	No. of Hours	No. of Credits	Maximum No. of Hours Online
Lecture/Seminar/Workshop	45	3	45
Clinical			
Practicum			
Lab			
Fieldwork			
Studio Time			
Total	45	3	

Purpose(s) of Course: Degree Requirement _____
 Degree Elective _____
 General Education _____
 Credit Certification _____X_____
 Developmental _____
 CTE/TVET _____
 ABE/Adult HS _____

Distribution Area: Humanities _____
 Social Sciences _____
 Mathematics (Credit) _____
 Science _____

Prerequisite: C or better in SPED 260

Student Learning Outcomes: Upon completion of this course, students will be able to:

1. Research the legislative rights and inclusion of Persons with Disabilities (PWDs)
2. Examine methods to prevent psychological trauma to exceptional students
3. Engage in Self-care and Design collaborative activities using relevant theories
4. Apply current methodologies of teaching students with special needs
5. Identify past and existing disparities for exceptional students and the implication for the disability act and educational integration.

SLO Mapping:

Prerequisite Course SLO	Linked SLO from this Course	Explanation
SPED 260 2. Identify disability types, features, step-by-step method of assessment to best meet the needs of special education students through the use of Universal Design for Learning (UDL), instructional planning and instructional technology.	4. Apply current methodologies of teaching students with special needs	It is imperative to be able to Identify different types of disabilities and take a new paradigmatic approach through Creating IEPs and utilizing UDL will help educators to equip themselves with the necessary knowledge and skills needed to support students with exceptionalities.

Links to Program Learning Outcomes:

SLO	Linked PLO	I/P/M	Explanation of Link
1	1. Practice ethically and morally valid decision-making. 4. Apply current knowledge of effective practices in special education.	P	Educators expanding their knowledge through research is imperative to understanding the legal precedence surrounding the freedom, rights and inclusion of Persons with Disabilities (PWD). When educators are able to garner knowledge from research, it helps them to be able to share knowledge in the school through education.
2	1. Practice ethically and morally valid decision making	I	Psycho Emotional trauma can disrupt cognitive skills and impair memory, attention and academic performance. Therefore, it is imperative for educators/teachers/instructors to carefully manage their

	3. Include persons who are physically or intellectually diverse.		students and provide them with the necessary and needed emotional support by being there for them to assure them and using a reward system for their efforts. When teachers are able to clarify students' misconceptions and distorted/unrealistic thoughts this can help students to feel safe to share about their problems. The teacher may also refer the student to other needed resources. Some students' physical and intellectual disability, among other forms, were triggered by past psychosocial trauma. Therefore, when educators equip themselves with the necessary knowledge for best practice, students with exceptionalities will not be made to feel as if they are being treated with indifference but rather feel a sense of security and freedom of access to participate in healthy group activities.
3	2. Dignity and respect students with special learning needs. 4. Apply current knowledge of effective practices in special education.	P	Students with special needs should be dignified and shown equal respect. Gaining knowledge and understanding of various theories can help educators have better insights on how to identify the signs of need, and the cry from students for help, as may be exhibited in their behavior. When educators gain full understanding of various theories, they are able to make them applicable through group work, learner-to-learner and teacher-to-learner approach while assisting to meet the needs of students. Applying the principles of Maslow's Hierarchy of Needs model through a collaborative approach will empower students. Students, educators and parents can benefit from this sequential theoretical approach for the purpose of self-care and while meeting the needs of students with exceptionalities. Students with exceptionalities have the ability to grow. Therefore, Teachers' knowledge and application of the

			Vygotsky scaffolding model serves as a tool to help teachers support their student's development to achieve autonomy in learning.
4	3. Include persons who are physically or intellectually diverse. 4. Apply current knowledge of effective practices in special education.	P	For teachers to effectively meet the needs of students with exceptionalities, it is important to focus on the methodologies of teaching by providing both general and differentiated lessons to accommodate students' learning needs. To apply knowledge for effective or best practice, it is important that educators seek to develop their knowledge of appropriate methodologies such as UDL to accommodate all learning styles of students with exceptionalities. Knowledge is shared through the instructor's philosophy of education to ensure that their methods of teaching are aligned with the goals of the institution in which they provide instructions.
5	1. Practice ethically and morally valid decision making	I	In the past, the education system had diverse disparities that inhibited persons with disabilities from having equal access and they were considered unfit and no extra provision was made to accommodate these students who had to resort to staying home. Education on ethics, legislation protecting the rights of Persons with Disabilities and philosophy of reconstructionism has helped educators to understand more about the importance of ethical approaches for making amicable decisions and provisions for inclusion. One of the many roles of educators is to equip themselves with the necessary knowledge in order to become a good and effective teacher. The knowledge garnered by educators is to impart knowledge to their students in schools without bias or discrimination.

Course Content: Students in this course will be introduced to/understand/master:

1. Special Education History/Background/Literature and Application, Legislative freedom, inclusion for all and rights of Persons with Disabilities (PWDs)
2. The Step by Step Process of Assessment, Using Tools, Intervention and Advocacy for Students with Special Needs and Response-to-Intervention (RTI) – Diagnosing Learning Disabilities in the Classroom.
3. Twice-Exceptional Gifted Students and its Implication for Education supported by Universal Design for Learning (UDL).
4. Individual Education Plans (IEP) and differentiated lesson plans for supporting Exceptionally Gifted Students Emotional Well-Being: Students with Dyslexia, Anxiety, ADHD, ODD and other Exceptionalities
5. Trauma and Exceptionalities: Preventing Psychological Injury
6. Theories: Maslow's Hierarchy of Needs, Karen B. Arnstein Model of Development and Skills, Vygotsky Scaffolding
7. Developing the Abilities of the Students with Disabilities through various methods and assistive technology tools.

Higher Order Thinking Skills: Students in this course will experience:

- ☒ Analyzing the basic elements of an idea, experience, or theory
- ☒ Making judgments about the value or soundness of information, arguments, or methods
- ☒ Applying theories or concepts to practical problems or in new situations

Recommended Methods of Instruction

- ☒ Demonstration
- ☒ Lecture
- ☒ Small group discussion
- ☒ Class discussion
- ☒ Audio-Visual Aids
- ☐ Laboratory
- ☐ Supervised Practice
- ☐ Field Trips
- ☐ Other:
- ☒ Assigned readings
- ☒ Field research (Interview with schools' principal or administrator)
- ☒ Group project
- ☒ Observations
- ☒ Presentations
- ☒ Small and large groups discussions
- ☒ Case studies and critique
- ☒ Movie Critique
- ☒ Learning games

Recommended Assessment Tool Type(s):

- ☒ Case Study
- ☒ Critique of Performance
- ☒ Exam/Quiz In-Course
- ☒ Exam/Quiz Standardized (attach narrative describing development and validation process)
- ☐ Focus Group
- ☒ Group Project
- ☒ Individual Project
- ☒ Observation
- ☒ Portfolio Review
- ☒ Presentation
- ☒ Simulation
- ☒ Skill Performance
- ☐ Supervisor Evaluation
- ☒ Survey
- ☒ Written Assignment
- Other:
 - ☒ Individual and group papers (Issues in exceptionalities)
 - ☒ Field-work research assignment completion
 - ☒ Self and peer-assessment
 - ☒ Article review peer-critique

**Required Forms of Regular and Substantive Interaction for Hybrid or Distance Education Courses
(Select at Least Two):**

- ☐ Direct instruction through:
 - ☒ Live video lectures
 - ☐ Live audio-only lectures
 - ☒ Live text chats
- ☐ Assessing or providing feedback on a student's coursework
- ☐ Providing information or responding to questions about the content of a course or competency through:
 - ☒ Live video discussions
 - ☐ Live audio-only discussions
 - ☒ Live text chats
 - ☒ Asynchronous message boards or text chats
- ☐ Facilitating a group discussion regarding the content of a course or competency through:
 - ☒ Live video discussions
 - ☐ Live audio-only discussions
 - ☒ Live text chats

☒ X Asynchronous message boards or text chats
☐ Other, specify:

Note: for distance education courses, if only two are selected, both must occur within the course on a weekly basis. If more than two are selected, the instructor may choose which two are used during each week.

Equipment and Materials:

Recommended texts:

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2022). *Critical Issues in Servicing Twice Exceptional Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities*. Springer
 Wilmhurst, L & Bruce, A.W. (2018). *The Complete Guide to Special Education Expert Advice on Education, IEPs and Helping kids Succeed*. (3rd ed). Josey-Bass.

Other Sources:

Recommended Text: Google Text E-book & Links

Open Society Foundation. (2024). <https://www.opensocietyfoundations.org/publications>

<https://www.opensocietyfoundations.org/publications/special-schools-resource-inclusive-education>

Piske, Ribeiro. F.H; Collins, K.H; & Arnstein, K.B. (2023). *Critical Issues in Servicing Twice Exceptional*

Students: Socially, Emotionally and Culturally Framing Learning Exceptionalities. (Kindle Edition).

Springer

https://www.google.com/books/edition/Critical_Issues_in_Servicing_Twice_Excep/I5OSEAAAQBAJ?hl=en&gbpv=1&printsec=frontcover

Rao, Indumathi, Prahladrao, S. & Pramod, V. (2010). *Moving Away from Labels Inspired*. Village School Authors.

[https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Edu](https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education)

[on?enrichId=rgreq-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdlOzIzNDUyNjU4NzBUzo5ODU0ODU0ODg5ODg0MEAxNDAwNTA3MjEzOTcx&el=1_x_2&esc=pu](https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education?enrichId=rgreq-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdlOzIzNDUyNjU4NzBUzo5ODU0ODU0ODg5ODg0MEAxNDAwNTA3MjEzOTcx&el=1_x_2&esc=publicationCoverPdf)

[blicationCoverPdf](https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education?enrichId=rgreq-a322725def1e5d18f8dc3b3246de4a9b-XXX&enrichSource=Y292ZXJQYWdlOzIzNDUyNjU4NzBUzo5ODU0ODU0ODg5ODg0MEAxNDAwNTA3MjEzOTcx&el=1_x_2&esc=publicationCoverPdf)

Teach Thought (2023). 15 Assistive Technology Tools & Resources For Students With Disabilities. Technology / Exceptional Child Education Resources, Mobile Learning, Resources.

Retrieved from: <https://www.teachthought.com/technology/assistive-technology/>

1. Equipment/Facilities:

- a. Lecture room
- b. Tables and Chairs
- c. Computers
- d. Ramp to facilitate wheelchair entering classroom
- e. Text Books
- f. Rulers
- g. Course handbooks
- h. Supplemental articles
- i. PowerPoint Presentation
- j. Websites
- k. Videos

2. Materials and Supplies:

- a. Lesson Plan Template
- b. Notebook for personal portfolio
- c. Writing tools (pens, markers, pencils, highlighters)
- d. Coloured sticky notes page markers
- e. Dictionary: hardcopy, E-dictionary
- f. Markers
- g. Crayons
- h. Scissors
- i. Staple machine and Staples
- j. Paper clips
- k. Thumb Tacks
- l. Highlighters
- m. Stencils
- n. Construction paper
- o. Supplemental articles
- p. Folder leaves
- q. Blank Leaves
- r. Building blocks
- s. Color coded Index cards
- t. Glue
- u. Stress ball

Connection to College Mission:

The College of the Marshall Islands will provide our community with access to quality, higher and further educational services, prioritize student success through engagement in relevant Academic, Career and Technical Education, and be a center for the study of Marshallese Culture. It will also provide intellectual resources and facilitate research specific to the needs of the nation.

(EC approved 4th Nov, 2020

BOR approved 1st December, 2020)

Justification of how the course change serves the College Mission:

The course change serves to carry out the college mission to effectively prepare educators to engage and work with students with exceptionalities and examine the issues of exceptionalities for special education in relevant academics for students in elementary school settings in Micronesia and the Public-School Systems (PSS). Explores practical methods of instruction and skills needed to provide gifted students with career and technical education that will give them an avenue to demonstrate their abilities.

Connection to Department Mission:

The mission of the Developmental Education Department is to develop students' abilities necessary for success in college credit programs. The main areas of focus are English reading, writing, listening, speaking, and student engagement. The completion of developmental education courses will facilitate students' competencies in college level courses, in addition to providing for lifelong learning success.

(Accepted by CC March 5, 2018)

Justification of how the course change serves the Department Mission:

The course change serves to further carry out the department's mission through its design to promote inclusion in a more diverse manner by equipping students with foundation skills of literacy for higher learning so that they can acquire competency to express themselves and apply their knowledge in providing the necessary academic support to students with exceptionalities.