



EDUC 633 Diverse Learners  
Summer (SSM19)  
July 2020  
Credits 3  
Online format

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**Office Hours:** N/A  
**Office Location:** N/A

**Required Text:** (to be used in the second half of the course)

Daniel P. Hallahan, James M. Kauffman, Paige Pullen. *Exceptional Learners: Introduction to Special Education* (14th edition) 2019. (13<sup>th</sup> ed. is acceptable). Pearson.

Print ISBN: 9780134806938, 013480693X

eText ISBN: 9780134806877, 0134806875

**Resources / Supplementary Materials:**

**IRIS Vanderbilt University-** <https://iris.peabody.vanderbilt.edu/module/ell/#content>

**PLACES:** Place-Based Learning and Community Engagement- <http://www.placeshawaii.org/>

**Universal Design for Learning-** <http://www.cast.org/our-work/about-udl.html#.WTgadMm1uRs>,  
<http://www.udlcenter.org/>

Other website resources are used, see Canvas modules.

**Course Catalog Description:** Students will examine theories of race, culture, and socio-economic status and their implications for teaching. Culturally responsive teaching methods, with emphasis on Hawaiian students and diverse groups living in Hawaii, will be researched. Students will learn about the characteristics of Exceptional Learners and classroom strategies to address their unique learning needs in the classroom.

**Essential Questions:** During this course, teacher candidates will explore topics and current research as it pertains to diverse and exceptional learners. By the end of the course, students will be able to answer:

1. How can a teacher candidate create a classroom culture that is inclusive of all students, based on principles of mutual respect and social justice?
2. What are pertinent Hawaiian epistemological, cultural, and linguistic factors that teacher candidates need to know to broaden students' understanding of Hawaiian culture and to enable them to design culturally relevant activities?
3. How can a teacher candidate design lesson plans that are effective in meeting the needs

of exceptional students?

**Mission Statement:**

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

**Marianist Values:**

- Educate for Formation in Faith
- Provide an Integral Quality Education
- Educate in Family Spirit
- Educate for Service, Justice, and Peace
- Educate for Adaptation and Change

**WASC Core Competencies:**

- Written Communication
- Oral Communication
- Quantitative reasoning
- Critical Thinking
- Information Literacy

**Program Learning Outcomes (PLOs):**

Upon completion of the M.A. in Teaching, Elementary students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary 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.

Upon completion of the M.A. in Teaching, Secondary Education students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary 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.

Upon completion of the M.A. in Teaching, Special Education students will be able to:

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

3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED 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 Learning Outcomes:**

	CLO 1	CLO 2	CLO 3
Essential Questions	1	2	3
Marianist Values	3	4	5
WASC Core Competencies	1	5	4
Program Learning Outcomes	1	2	5

### **Course Learning Outcomes (CLOs):**

Students will:
CLO 1: Demonstrate knowledge of theories of race, culture, socioeconomic status and issues of gender identity, disability as they connect to teaching.
CLO 2: Describe Hawaiian epistemological, cultural, and linguistic factors that can impact Hawaiian students' learning in the classroom.
CLO 3: Create a classroom environment with learning experiences that are respectful, inclusive and addresses the unique learning needs of diverse and exceptional learners.

### **Course Requirements:**

Assignments	Descriptions	Pts.	Due Dates
Weekly Readings, Discussions, Video Reflections	<p>Each week you will have the opportunity to acquire 20 points by addressing a number of assignments. These may include responses to readings assignments, reflections on video clips, responses to peers.</p> <p>For threaded discussions, you are to reflect and respond to readings in a concise but thoughtful way (200-250 words or as directed in assignment prompt). These will be due on</p>	185	Weekly

	Saturday of the week specified and responses to <u>two</u> peers are required by the following Sunday.		
ELLs Assignment (Week 3)	<p>Students will go to the IRIS website based module <b><i>Teaching English Language Learners: Effective Instructional Practices</i></b>. Students will go through the activity and exercises prescribed and <u>respond to the 5 final assessment questions</u>.</p> <p>See-<a href="https://iris.peabody.vanderbilt.edu/module/ell/#content">https://iris.peabody.vanderbilt.edu/module/ell/#content</a></p> <p>(If you took EDUC 660 Exceptional Children, there is an alternative assignment for you. See canvas)</p>	See canvas	
Wahi Pana Project (Week 4)	<p>This project has two parts. You will explore an important cultural place in Hawaii. You will do a powerpoint presentation and provide the place name, its meaning and significance in the Hawaiian culture. Research the tradition, past and current relevance of the Wahi Pana. (You may need to put a few more words on a screen than is typical for ppt. and/or you can use the 'notes' feature at the bottom of the ppt. slide for fuller explanation. 6-10 slides.)</p> <p><b>**In week 5, you will be asked to create a classroom project for your K-12 students based on your Wahi Pana. Try and be creative. Just a summary will be required.</b></p>	See canvas	
IDEA 2004* Powerpoint (Week 6)	<p>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.</p> <p><b>Be sure to address each prompt:</b></p> <ul style="list-style-type: none"> <li>- A concise but complete history (short description of important dates in the evolution of the law) of the federal law Individuals with Disabilities Education Improvement Act (IDEA 2004). Create a timeline and include earlier versions of IDEA (hint, it has been around for decades, show that in your timeline):</li> <li>-The disability categories of Special Education listed and described.</li> <li>-Definitions of FAPE and LRE and explain what they mean.</li> <li>-The makeup of the IEP team and the role of the general education teacher in regards to Special Education students.</li> <li>-Compare and contrast <u>fully</u> the two identification</li> </ul>	See canvas	

	<p>procedures needed to qualify for special education services-</p> <p>a) The discrepancy model b) RTI tiered system model (define the tiers in the RTI model)</p> <p>-Essential components/sections of an IEP.</p> <p>(*If you did this assignment in EDUC 660 Exceptional Children, contact the instructor, there is an alternative assignment in Canvas you can do)</p>		
<p>Final Assignment (Differentiated) (Week 10)</p>	<p>This assignment is differentiated; there are options depending upon the program the student is in:</p> <p><u>For Classroom Teachers-</u> You will create a Universal Design for Learning (UDL) lesson plan. Guidelines for UDL can be found on cast.org website. A template is provided in canvas.</p> <p>(Three references required, 500-600 words)</p> <p><u>For Teacher-Leader Students-</u> If you are a classroom teacher, you can do the assignment above. Another option would be a paper that focuses on your particular school setting (present or future) i.e., department head, curriculum coordinator, etc. 'Encouraging Diversity' in your school setting would be the topic. This might focus on ways to help colleagues include exceptional students in general education classroom, build cultural community of learners, assist colleagues find effective ways to work with struggling students, etc. These are just some examples, others topics are possible with instructor approval. The goal is for it to be applicable to your situation.</p> <p>(For <u>Students who have taken EDUC 660 Exceptional Children</u>, ( if you've taken EDUC 660 Introduction to Exceptional Children). You can do a Research Paper on a Disability or other high-need student at-risk or an area of interest <u>with approval from the instructor</u>. This is an opportunity for students to explore an area of interest (or need) related to exceptional children. You can explore some topic more in depth, i.e., ASD, behavioral strategies for ADHD, FAS (fetal alcohol syndrome), Bipolar Disorder, ELLs, etc. This can be a topic that might be relevant for you. (5-6 pages double-spaced, include 3 references).</p>	15	
	TOTAL	200	

**Grading:** 200-188= A, 187-175= B, 174-163= C, Below this 'F'.

Late postings may result in a loss of points.

Graduate students need to receive a 'B' grade or better

### **Course Policies**

#### **Attendance:**

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course. If for any reason you cannot meet these requirements, you need to contact the instructor immediately. For online classes, you should log on at least 2 times per week. While not required, it is recommended you create your postings off-line in word for example and then copy/paste into canvas. This way you will have it available to you at a later time if needed.

### **University Policies**

**Academic Honesty Statement:** Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.

Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

**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. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center: 808-735-4845
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Disability Access:**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Schedule	
Dates	Topics
Week 1	Diversity in the United States (Initial posting due on Sat. 1/12/19 response to peers due Sun. 1/13/19)
Week 2	Multicultural Education
Week 3	English Language Learners/ Gender Issues
Week 4	Culture-Based Education /Culturally Responsive Teaching
Week 5	Hawaiian Culture/ Social Justice/ Student Poverty
Week 6	IDEA 2004, ADA, 504
Week 7	Exceptional Learners- Chapters 5-9
Week 8	Exceptional Learners -Chapters 10-15
Week 9	Least Restrictive Environment (LRE)/Inclusive Strategies
Week 10	Differentiated Assignment- UDL Lesson Planning/Research Paper/Case Study