



Chaminade
University
OF HONOLULU

EDUC 665 Course Syllabus

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 665

Course Title: Mild and Moderate Disabilities

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

Term: Fall 2022 10/3-12/12

Credits: 3

Instructor Name: Professor Denise Dugan

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Office Hours: T.Th 1:00 – 2:00 pm and by appointment

University Course Catalog Description

This course provides an overview and application of best practices and instructional approaches, strategies, techniques and assessment methods for students with mild/moderate disabilities in K-12 settings.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This rigorous alignment is designed to prepare education professionals who demonstrate professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Education Division Mission Statement:

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

Marianist Values

1. Educate 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

While all five characteristics are present in this course, we will pay particular attention to "provide an integral, quality education". To provide a high quality education, teachers must ensure that students have met the learning objectives for each lesson. This course provides students with assessment strategies to check understanding and evaluate student progress. The diverse strategies for formative and summative assessment taught in this course prepare future teachers to meet the needs of their students and provide an integral, quality education.

Program Learning Outcomes

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students.

2. Describe 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.

Course Learning Outcomes

1. Demonstrate competency in content knowledge and evidence-based strategies in teaching exceptional learners.
2. Create a Behavior Support Plan for a Student impacted by trauma and has challenging behavioral
3. Research and write a report on instructional and assistive technologies that would benefit students in gaining concepts and skills.

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|
| Course Learning Outcome 1 | X | | | | X |
| Course Learning Outcome 2 | | X | | X | |
| Course Learning Outcome 3 | | X | | | |

Text books:

Research-Based Strategies for Improving Outcomes for Targeted Groups of Learners, R.A. McWilliam, Bryan Cook, Melody Tankersley,
 ISBN: 9780-1370-3133-7,

Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom. Heather T. Forbes, LCSW,
 ISBN 10: 0977704092 ISBN 13: 9780977704095

Course Website:

This course can be accessed through your Canvas dashboard at
<https://chaminade.instructure.com/courses/>

Assessment:

| Assessment | Max Points |
|-------------------|-------------------|
| Assignments | 80% |
| Reports/ Papers | 20% |
| Total | 100% |
| | |
| | |

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. 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.

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

In this course, letter grades are defined as follows:

Grading scale

| | |
|---------|---|
| 100-90% | A |
| 89-80% | B |
| 79-70% | C |
| 69-60% | D |
| 59-0% | F |

| Assignment | Pts | Assignment Description | Required Reading |
|---|-----|---|--------------------------------|
| Signature Assignment: Writing an Individualized Educational Program (IEP) Due End of Week 10 | 20 | Providing your own scenario of a student with disabilities, the student’s test scores, and strengths and needs of the student, create an Individual Education Program as mandated by the Hawaii DOE. You will need to describe present levels of the student (strengths and needs), transition services, state standards, proposed goals and objectives, services offered and classroom accommodations, Extended School Year services (if needed), statewide testing accommodations, and least restrictive environment descriptions. The document should address diverse learner needs and have multiple ways to present material, engage the student and assess. There is an example IEP in Week 10 Module. To be submitted to the Assignment Section in Canvas. | |
| Week 1 Educating Students With | 10 | Read and respond to a research article regarding Inclusion practices in special education. Pick out 5 key points in the online article to discuss in a 3 page double spaced paper. Examine your own experience in the past as related to this | Introduction to Research Based |

| Assignment | Pts | Assignment Description | Required Reading |
|---|------------|--|---|
| Disabilities in General Education Classrooms | | topic. Give any insights you have learned from the reading. To be submitted to Assignment Section. | <i>Strategies for Improving Outcomes for Targeted Groups of Learners-</i> chapter 1 |
| Week 2 Instruction and Assistive Technology Report | 10 | Research instructional and assistive technologies (games, computer programs, web-based sites, school subscriptions, etc.) that help exceptional students acquire academic concepts and /or skills. A list of 4-5 items with a short descriptive paragraph of the uses and benefits of each item will suffice. Provide an example of how you might use them in your classroom. To be submitted to the Assignment Section. | <i>Research Based Strategies</i> chapter 2 <i>Help for Billy-</i> chapters 1 & 2 |
| Week 3 Understanding Special Education Law: 7 Important Cases | 10 | Read and reflect on the implications of landmark decisions made by court law which affect how special education services have evolved. A three page reflection is to be written. The rubric can be found in the Week 3 Module. | <i>Research Based Strategies</i> chapter 3 <i>Help for Billy-</i> chapters 3 & 4 |
| Week 4 FBA (Functional Behavioral Assessments) And BSP (Behavioral Support Plan) #1 | 10 | You will be given a student scenario of inappropriate behaviors in which need to be extinguished and replaced with more functional and appropriate actions. (The different week scenarios can be found in Week 4 Module). Using the FBA/BSP templates (from Portland Public Schools) write plans which show research-based prevention, teaching, reinforcement and extinction strategies. Cite at least 2 references. To be submitted to Assignment Section. | <i>Research Based Strategies</i> chapter 7 (73-85) <i>Help for Billy-</i> chapters 5 & 6 |
| Week 5 A Parents' Guide to Partnership in Special Education | 10 | A 2-part assignment: (1) Given some special education vocabulary phrases, use the words to create sentences to show understanding of the words. Sentences will be scored on understanding of usage and APA format. (2) Write a 2-page reflection of how YOU can make the parents feel part of the IEP team. The same Reflection Rubric from Week 3 | <i>Research Based Strategies</i> Chapter 5 |

| Assignment | Pts | Assignment Description | Required Reading |
|--|-----|--|--|
| | | will be used to score the paper. To be submitted to the Assignment Section. | <i>Help for Billy-</i> chapter 7 |
| Week 6 Adapted Lesson Plan | 10 | Using a traditional lesson from a Common Core course, you will adapt it to fit the needs for exceptional learners. Make sure to describe the needs of the student(s) so as to “match” the adaptations to the needs. Include specific research based strategies that are designed to build the focus learners’ maintenance, generalization, and/or more independent performance of the task(s). The University lesson plan, the textbook lesson plan, or personal lesson plan format may be used. To be submitted to the Assignment Section. | <i>Research Based Strategies</i> chapter 6 <i>Help for Billy-</i> chapter 8 |
| Week 7 Five Ways to Facilitate the Teacher Assistant’s Work in the Classroom by Ruthanne Tobin | 10 | A teacher and a teacher assistant, working together in an inclusive grade-six classroom, provided an invaluable insider perspective on the kind of context that leads to effective support for all students. Findings from this case study revealed five ways in which the teacher could facilitate the work of the teacher assistant. Read the article “Five Ways to Facilitate the Teacher Assistant’s Work in the Classroom” and identify the five supports and discuss the important points of each. . Give any insights you have learned from the reading. To be submitted to the Assignment Section. | <i>Research Based Strategies</i> chapter 4 <i>Help for Billy-</i> chapter 9 |
| Week 8 | | Specific Learning Disabilities Papers Students will take an in-depth look at Specific Learning Disabilities (SLD) and the different ways it can present in students with a Specific Learning Disabilities. This assignment will give students the opportunity to conduct a thorough investigation of the etiology, formal and informal assessments, teaching strategies, interventions, and supports used for students with one category of exceptionality. APA, 7-8 pages, double-spaced, 5-6 references. You must sign up for a topic in Week 1! | <i>Help for Billy</i> Chapter 10 |
| Week 9 Teaching Self-Advocacy Skills to Students | 10 | Write a 2-page reflection of how YOU can make a difference in a student in the classroom with a certain disability. Be sure to use research-based strategies. The same Reflection Rubric from Week 3 and 5 will be used to score the paper. To be submitted to the Assignment Section. | <i>Research Based Strategies</i> chapter 9 |

| Assignment | Pts | Assignment Description | Required Reading |
|-------------------|-----|---|--|
| with Disabilities | | | <i>Help for Billy-</i> chapters 11 & 12 |
| Week 10 | | <p>Signature Assignment:</p> <p>Providing your own scenario of a student with disabilities, the student's test scores, and strengths and needs of the student, create an Individual Education Program as mandated by the Hawaii DOE. You will need to describe present levels of the student (strengths and needs), transition services, state standards, proposed goals and objectives, services offered and classroom accommodations, Extended School Year services (if needed), statewide testing accommodations, and least restrictive environment descriptions. The document should address diverse learner needs and have multiple ways to present material, engage the student and assess.</p> <p>Use the IEP template provided by your school. If you do not have access to one, you may use the IEP form here.</p> <ul style="list-style-type: none"> • Here are some samples here: • Mock IEP1 • Mock IEP 2 • The IEP • IEP Binder Checklist | <p>Research Based Strategies - chapter 10</p> <p><i>Help for Billy-</i> Plan for Billy</p> |

Schedule

May be subject to change based on the dynamics of current events.

Student Responsibilities

- It is important for you to bring the textbook to each class and to keep up with the assigned readings/course material.
- Professional behavior is expected in and beyond our class environment.
- Appropriate, meaningful technology such as tablets and laptops may be used through my facilitation during class. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and please respect my time and your classmates. Cellphones/Smartphones should be placed on silent and please answer messages after class. Continued inappropriate usage of electronic devices will result in deduction of participation points.

Online Course Guidelines

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; c) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.

Writing Standards

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).

One-on-One Tutoring

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 (<https://chaminade.edu/advising/kokua-ike/>) 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.

Academic Honesty

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.

Academic Conduct Policy

From the Undergraduate Academic Catalog:

Any community must have a set of rules and standards of conduct 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.

For further information, please refer to the Student Handbook.

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.

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 to Kokua Ike: Center for Student Learning 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. If you would like to determine if you meet the criteria for accommodations, contact ada@chaminade.edu.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in 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. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Students should notify their instructors when a situation prevents them from attending class and make arrangements to

complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences.

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the grade.