



# Chaminade University OF HONOLULU

## Course Syllabus

[Chaminade University Honolulu](http://www.chaminade.edu)

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** EDUC 633-90-3

**Course Title:** Diverse Learners

**Department Name:** School of Education and Behavioral Sciences

**College/School/Division Name:** Education

**Term:** Accelerated Spring

**Course Credits:** 3

**Class Meeting Days:** Asynchronous

**Class Meeting Hours:** Asynchronous

**Class Location:** Online

**Instructor Name:** Denise Dugan

**Email:** [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu)

**Phone:** 808.735.4833

**Office Location:** Brogan 114

**Office Hours:** Tuesday & Thursday 10-11 am and by appointment

### University 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 Hawai'i, will be researched. Students will learn about the characteristics of Exceptional Learners and classroom strategies to address their unique learning needs in the classroom.

### Course Overview

Welcome to EDUC 633 Diverse Learners. I am excited to work with you this semester! In this course, you will examine theories of race, culture, and socio-economic status and their implications for teaching. You will also gain knowledge of factors that can impact the learning of individuals through their gender, exceptionalities and culture, with an emphasis on Hawaiian students' learning. Some projects you can anticipate are case studies, a Wahi Pana project, creating lesson plans, and a synthesis of IDEA. The aim of this course is to help you create a classroom that is truly inclusive and I look forward to working with you and also learning from your own experiences with diversity!

### Mission Statement, Special Education and Marianist Values:

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 Marianists' values, current research, and best practices. The

course *Diverse Learners* incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an **integral, quality education** based in methods incorporating best practices in the teaching of K-12 students. To educate for **service, social justice, peace** is another Marianist characteristic that informs this course. Teacher candidates will learn how to differentiate instruction in order to address the learning needs of diverse and exceptional students in the classroom. Social justice is achieved in the classroom by a teacher who can effectively address the various learning needs of diverse and exceptional students.

### **Model Code of Ethics for Educators**

The [Model Code of Educator Ethics](#) is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

- The main focus for MCEE in this course is on Principle III: Responsibility to Students.

**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?

### **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, students on Elementary, Secondary, Special Education program will be able to:

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

EDUC 633 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.

**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 Prerequisites**

Should be proficient in Google software, Microsoft Office, and Canvas.

**Required Learning Materials**

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/http://www.placeshawaii.org/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 Website:**

[EDUC 633 Diverse Learners Canvas Course](#)

**Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)

- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### Tutoring and Writing Services

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](#) 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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Assessment

#### 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 Saturday of the week specified and responses to <u>two</u> peers are required by the following Sunday.</p> <p>CEC 1.2; 2.2; MCEE 1: C-2; 3: B-1; 4: B-1; InTasc 1(g), 1(h), 2(k);</p>	120	Weekly
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> 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> <p>CEC 1.2; 2.2; MCEE 2: B-1; 3: B-1</p>	20	7/23

<p>Wahi Pana Project or other culturally based project (You will be given an option) (Week 4)</p>	<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 of it will be required.</b></p>	<p>20</p>	<p>7/30</p>
<p>IDEA 2004* Powerpoint Or other IDEA Assignment (You will be given an option) (Week 6)</p>	<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 procedures needed to qualify for special education services- a) The discrepancy model b) RTI tiered system model (define the tiers in the RTI model)</li> <li>-Essential components/sections of an IEP.</li> </ul> <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>20</p>	<p>8/13</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 or another option would be a paper</p>	<p>20</p>	<p>9/10</p>

	<p>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> or have a topic you want to explore in-depth). You can do a Research Paper on a disability, at-risk students or an area of interest <u>with approval from the instructor.</u></p> <p>This is an opportunity for students to explore an area of interest (or need) related to exceptional or diverse students. 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>		
	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

**Grading Scale**

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

**Course Policies**

**Late Work Policy:**

All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments will receive a lower grade.

**Grade of Incomplete:**

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with up to 90 days beyond the end of the term to complete all outstanding course requirements. Please

note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

### **Writing Policy**

APA is the standard for this course. Citations are expected in all writing.

### **Instructor and Student Communication**

Questions for this course can be emailed to the instructor at [denise.dugan@chaminade.edu](mailto:denise.dugan@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24-48 hours during the week and could be extended during the weekends.

### **Cell phones, tablets, and laptops**

Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for 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. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus extension, or by leaving a message with the instructor’s division office. It is the instructor’s prerogative to modify deadlines of course requirements

accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

### Schedule

Schedule	
Dates	Topics
Week 1	Diversity in the United States (Initial posting due on Sat. response to peers due Sun.)
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



### **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

### *Specific Credit Situations*

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

### *How This Course Meets the Credit Hour Policy*

<b>Activity group</b>	<b>Hours of engagement</b>
Assignments	100.5 hours
Reading (Course text)	38 hours
Total	138.5 hours