



School of Education and Behavioral Sciences
Education

EDUC 633 Diverse Learners

Location meeting and Class meeting schedule Online Asynchronous
Credits: #3 Section: #633-90-3 Term: Accelerated Fall, 2024

Instructor Information



Instructor: Denise Dugan, PhD

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Phone: 808.735.4833-

Office Location: Brogan 114

Office Hours: Tues 11:30 am-12:30 pm, Friday 9:30am-10:30am

Virtual Office: [Virtual Office Hours Link](#)

Virtual Office Hours: Tues 11:30 am-12:30 pm, Thurs 3:45-4:45,
and Friday 9:30am-10:30am

Communication

Questions for this course can be emailed to the instructor at denise.dugan@chaminade.edu. For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 business hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: [\(808\) 739-4652](tel:(808)739-4652)

If you have questions regarding the Education Department, reach out to your instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course 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.

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 15 weeks of this course, students will spend 35 hours online reading/ reviewing resources, averaging 2.3 hours a week and 100 hours working on assignments, communities of engagement, and discussion boards, averaging 6.7 hours each week.

Required Materials

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

Print ISBN: 9780134806938, 013480693X

eText ISBN: 9780134806877, 0134806875

Recommended Items

- **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

Canvas <https://chaminade.instructure.com/courses/36803>

Learning Outcomes

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)

Upon completion of [course, e.g., ICS 170], the student will be able to:

- 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

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

[Include a paragraph that explains how this course specifically addresses one or more of the Marianist values listed above.]

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school

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.

Course Activities

Course Requirements:

Assignments	Descriptions	Pts.	Due Dates
Weekly Readings, Discussions, Video	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.	120	Weekly

Reflections	<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>		
ELLs Assignment (Week 3)	<p>Students will go to the IRIS website-based module <i>Teaching English Language Learners: Effective Instructional Practices</i>. Students will go through the activity and exercises prescribed and <u>respond to the 5 final assessment questions</u>. See-https://iris.peabody.vanderbilt.edu/module/ell/#content</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
Wahi Pana Project or other culturally based project (You will be given an option) (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>**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.</p>	20	7/30
IDEA 2004* Powerpoint Or other IDEA Assignment (You will be given an option) (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>Be sure to address each prompt:</p> <ul style="list-style-type: none"> - 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): -The disability categories of Special Education listed and described. 	20	8/13

	<ul style="list-style-type: none"> -Definitions of FAPE and LRE and explain what they mean. -The makeup of the IEP team and the role of the general education teacher in regards to Special Education students. -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) -Essential components/sections of an IEP. <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>		
Final Assignment (Differentiated) (Week 10)	<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 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>	20	9/10
	TOTAL	200	

Discussions

Discussions must be the work of you and yours alone. They are checked for the use of AI and AI is not acceptable in discussion boards, as this a place for student-to-student interaction. Your response to your peers should be thoughtful and reflective, while contributing to the discussion. Please refrain for things like restating what the person said, telling them you liked it with no further explanation. You may engage in discussion by asking questions, adding information, and more. Be respectful. These assignments will not be given full credit when late due to the interactive nature.

Homework & Projects (both independent & Group)

Homework must be completed independently. Any assignments violating plagiarism policies will not be accepted. Plagiarism is defined as, “Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement.” ([University of Oxford Dictionary](#))

Course Policies

Attendance

Online Asynchronous, N/A

Late Work

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.

Extra Credit

Extra Credit is not available for this course

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades 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

30 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.

Use of Generative Artificial Intelligence (Gen AI)

- Students are encouraged to use Gen AI tools such as ChatGPT and others to support their learning and creativity. However, the use of these tools must adhere to the following guidelines.
- Attribution: Any content generated by AI must be clearly attributed.
- Academic Integrity: AI tools should not be used to produce entire assignments or projects without significant input and modification by the student.
- Originality: Students must ensure that their submissions are original and reflective of their understanding. Plagiarism, including the uncredited use of AI-generated content, is strictly prohibited.
- Disclosure: Students must disclose the use of AI tools in their work, no matter how the use. This includes specifying which tools were used and how they were applied.
- Examples of appropriate uses for Generative AI for course activities include:
 - Idea generation
 - Creating outlines, and
 - Sentence-level edits (i.e., punctuation and grammar)

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

[Title IX and Nondiscrimination Statement](#)

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or

activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.