



School of Education and Behavioral Sciences  
Education

## EDUC 665 IS Mild & Moderate Disabilities

Location meeting and Class meeting schedule Online Asynchronous  
Credits: #3    Section: #665IS    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](mailto: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.

## Course Overview:

Welcome to the course! I am so excited to take this journey into mild and moderate disAbilities with you! You may notice that I capitalize the A in disAbilities and this is to serve as a reminder that we should not focus on what these students cannot do, but rather how to help them achieve all that they are capable of. We will look at best practices and instructional approaches, strategies, techniques, and assessment methods for students with mild/ moderate disAbilities in K-12 settings.

Some of the projects you can anticipate are writing an Individualized Educational Program (IEP), an assistive technology report, case studies, planning based on Functional Behavioral Assessments and Behavioral Support Plans, and a research paper on specific learning disabilities.

## 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 10 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

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:

[EDUC 665 Canvas Course](#)

## 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

## 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 EDUC 665 the student will be able to:

1. Apply content knowledge and evidence-based strategies in teaching exceptional learners, as well as dually identified as EL/SPED 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 with exceptionalities and dually identified as EL/SPED in gaining concepts and skills.

### 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	1	2	5

Outcomes			
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### 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.

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.

### 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 ‘Ōlelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo 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 (‘Ōlelo 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:**

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 those dually identified EL/SPED students 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.	
<b>Week 1</b> Educating Students With Disabilities in General Education Classrooms	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 topic. Give any insights you have learned from the reading. To be submitted to Assignment Section.	Introduction to Research Based <i>Strategies for Improving Outcomes for Targeted Groups of</i>

Assignment	Pts	Assignment Description	Required Reading
			<i>Learners-</i> chapter 1
<b>Week 2</b> Instruction and Assistive Technology Report	10	Research instructional and assistive technologies (games, computer programs, web-based sites, school subscriptions, etc.) that help exceptional students and those dually identified EL/SPED 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
<b>Week 3</b> 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
<b>Week 4</b> 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
<b>Week 5</b> 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. Also include how you can help parents of students dually identified as EL/SPED to feel part of the team. The same Reflection Rubric from Week 3 will be used to score the paper. To be submitted to the Assignment Section.	<i>Research Based Strategies</i> Chapter 5  <i>Help for Billy-</i> chapter 7

Assignment	Pts	Assignment Description	Required Reading
<b>Week 6</b> Adapted Lesson Plan	10	Using a traditional lesson from a Common Core course, you will adapt it to fit the needs for exceptional learners, EL learners, and dually identified EL/SPED students. 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
<b>Week 7</b> 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
<b>Week 8</b>		Specific Learning Disabilities Papers	<i>Help for Billy</i> Chapter 10
<b>Week 9</b> Teaching Self-Advocacy Skills to Students with Disabilities	10	Write a 2-page reflection of how YOU can make a difference in a student in the classroom with a certain disability or with those dually identified EL/SPED students. 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  <i>Help for Billy-</i> chapters 11 & 12
<b>Week 10</b>	20	Assistive Technology Paper	Research Based Strategies - chapter 10  Help for Billy- Plan for Billy

120-108	A
107-96	B
95-85	C
84-0	F

### 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

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

## 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 Kōkua 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 Kōkua Ike via email at [ada@chaminade.edu](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.