



# Chaminade University

O F H O N O L U L U

## EDUC 668 SPED: K-12 Language Arts

<b>Semester/Year</b> FALL 2025 October 6 – December 15, 2025	<b>Instructor:</b> Lorene L. Unten, Ed.D.
<b>Course# and Credits:</b> EDUC 668 3 credits	<b>Email:</b> <a href="mailto:lorene.unten@chaminade.edu">lorene.unten@chaminade.edu</a>
<b>Class Title:</b> SPED: K-12 Language Arts  <b>Course Format:</b> On-ground/Hybrid/ <u>Online</u>  <b>O &amp; P (Tutoring Sessions)</b> 10 hours	<b>Telephone:</b> 808-429-8581  <b>Office Hours/When to Contact:</b> Office Hours by Appointment Contact by phone/email  <b>Office Location:</b> Education Building
<b>TEXT:</b> Gillet, J.A., Temple, C.A., Crawford, A.N. (2017). Understanding Reading Problems: Assessment and Instruction 9 <sup>th</sup> Edition  <b><u>YOU DO NOT NEED TO PURCHASE THE TEXTBOOK WITH KEY ACCESS TO MYEDUCATIONLAB</u></b>	<b>WEBSITES:</b> Reading Disabilities - <a href="http://www.childrenofthecode.org/">http://www.childrenofthecode.org/</a>  Balanced Literacy Teacher Resources: <a href="http://www.lauracandler.com/strategies/balancedlit">http://www.lauracandler.com/strategies/balancedlit</a> .  National Center for Response to Intervention- <a href="http://www.rti4success.org/">http://www.rti4success.org/</a>  National Reading Panel Report- <a href="http://www.nichd.nih.gov/publications/nrp/smallbook.cfm">http://www.nichd.nih.gov/publications/nrp/smallbook.cfm</a>

## **Catalog Description:**

ED 668 SPED: K-12 Language Arts

This is an overview and application of language arts instructional approaches, strategies, techniques and assessment methods for students with mild/moderate disabilities (K-12).

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.

Credit Hour Policy This is a three-credit course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 1.5 hours per week on your Weekly Discussions, 1.5 hours per week on Weekly Assignments, 10 hours total on your O&P tutoring sessions, 30 hours in total Planning Strategies and Assessments for O&P, a total of 15 hours of work on your Academic Lesson Plan, 30 hours in total developing your Language Arts Case Study that includes: 1) Inventory reports of the informal reading inventory pre- and post-assessment results; 2) an Individualized Education Plan (objectives need to be derived from assessment data and this connection made explicit); 3) O&P Log Sheet and Progress Monitoring Log (record of tutoring sessions); and, 4) Academic Plan. An additional 10 hours of work required beyond what is listed here to complete your course readings and learning strategy planning. This additional work will average about 1 total hour per week.

## **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 alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

## **Marianist Values and Special Education**

Special Education teacher candidates in Chaminade's educational programs are educated to provide an integral quality education. The Marianist approach to education links theory and practice, liberal, and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Selected from *Characteristics of Marianist Universities: A Resource Paper* Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton.

## 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

### **Program Learning Outcomes (PLOs):**

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

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.

**Course Learning Objectives:** At the end of this course, the students will:

<b>CLO 1</b>	Apply knowledge of assessment and instructional strategies to facilitate the acquisition of reading and writing skills for exceptional learners.
<b>CLO 2</b>	Construct and implement a remedial plan for a student with reading problems. This case study write-up should consist of an assessment, tutoring plan, progress monitoring log, and reflections.
<b>CLO 3</b>	Interpret, through research, the five critical components on language and literacy development from early to later stages.
<b>CLO 4</b>	Apply knowledge of evidence-based reading strategies, including the use of assistive technology, as documented in learning log to construct lessons.

**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

**WASC Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

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

1. How do exceptional learners with differing abilities and learning styles acquire literacy concepts and skills?
2. What literacy knowledge do teachers need to have to be able to teach exceptional children?
3. How are reading and writing problems in exceptional children identified and remediated?

**Alignment of Learning Outcomes:**

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

**Key Teaching-Learning Strategies**

This is an online course. The learning strategies include:

- Participation with online peers
- O & P (Tutoring) sessions
- Assignment/Discussion write-up
- Inventory Reports
- Signature Assignment

**Course Requirements****Assessment:**

Your performance in this course, will be assessed on the following:

**Attendance Policy**

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to regularly attend all courses for which they are registered. Students 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 ADA 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.

**Weekly Discussions and Assignments:** Each week there will be two assignments- one weekly threaded discussion and weekly assignment. The week begins on a Monday and responses are due on Friday (or earlier) for the Discussions, and on Saturdays for the Assignments. Responses to peers' discussions are due on Sunday. Full points will be awarded to papers that are submitted on time, are thorough in their responses, have a reflective section, and written to graduate standards of writing (use of APA.) Students will lose 2 points/day late for discussions and 1 point/day for dropbox Assignments.

**Academic Plan of Evidence-Reading Strategies:** All teachers need to have a repertoire of reading/writing strategies to be effective with students with learning differences. The Academic Plan will be a guide to include reading strategies according to the National Reading Panel report: Include at least two assistive/computer-based technologies strategies that can support literacy development.

**Signature Assignment:** To document candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). All signature assignments must be submitted on Canvas, where candidates may view their assessment results and any comments from the instructor. The signature assignment for this course is:

**Language Arts Case Study:** This course requires ten hours of observation and participation (O&P) through tutoring one subject throughout the course. You will administer a pre- and post-assessment to the student, develop inventory reports, document log sheet and monitoring progress, and implement a remedial program with a student who has reading difficulties. The Case Study Report will contain the following components: 1) Inventory reports of the informal reading inventory pre- and post-assessment results; 2) an Individualized Education Plan (objectives need to be derived from assessment data and this connection made explicit); 3) O&P Log Sheet and Progress Monitoring Log (record of tutoring sessions); and, 4) Academic Plan. Ideally, there would be at least ten, thirty-minute tutoring sessions. There may need, at times, to double the sessions within the week to meet sessions.

Assignment	Pts	Assignment Description	Due Date
Signature Assignment	80	Language Arts Case Study: The student will work with an O&P student in need of reading instruction according to the results of the pre-assessment. An Individualized Educational Plan (IEP) will be developed to work with a student to strengthen their reading and writing skills. The Signature Assignment will consist of 1) Inventory reports of the informal reading inventory pre and post-assessment results; 2) An Individualized Education Plan (objectives need to be derived from assessment data and this connection made explicit); 3) O & P Log Sheet and Progress Monitoring Log (record of tutoring sessions) with two (2) Learning Targets; and, 4) Lesson Plan. The tutoring should consist of 8-10 - 30-minute sessions for optimal results. Components of your case study will be shared during the course, but the complete write-up will be due at the end of the term in Canvas.	Announced online
Weekly Assignments (5 points each)	40	Answers should be based on content from the text/video. This <u>should be 1-2 paragraphs for each question and completion of the Gillet chapter readings.</u> Due on Saturday, midnight of week specified. Late postings will result in lose of points. (-1 per day)	At the end of week specified
Weekly Threaded Discussions (5 points each)	50	Each week, students will read methods, strategies, and one another's tutor sessions <u>while responding to the given assignment with 1-2 paragraphs.</u> You will read and response to one classmate, or a point will be deducted. Full points will be awarded to those who turn in assignments on time, and who response to one classmate.	At the end of week specified
Assessment Results/Inventory Reports (15 points each)	30	Administer the "Word Knowledge Inventory" and "Informal Decoding Inventory" to your O&P student as a pre and post-test. The inventory reports shall reflect the perceptual strengths and weaknesses of the subjects for their Present Levels of Educational Performance (PLEP) section of the IEP. A template will be provided. Submission of the document shall be through the "Canvas." Further information on how to administer assessment and report will be provided in Canvas.	At the end of week specified
Total	200	<b>Grading Scale:</b> A = 185-200 points B = 169-184 points C= 153-168 points Anything under 169 points is not a passing grade and the class will have to be re-taken. Instructor has the right to change the content of the syllabus and points awarded.	

\*Instructor has the right to change the syllabus at any time during the course. All written course assignments must follow American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual).

## **University Policies:**

**Attendance:** As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online).* Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- 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.

**Plagiarism:** "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- Paraphrasing the work of another without proper author acknowledgement.
- Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodation is provided in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

### **Education Division Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

*Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.*

### **Excused Absences.**

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where the student provides evidence to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. 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)].

**Unexcused Absences.** Chaminade University 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. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

**On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.

Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

**Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

**Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

**Additional Notes** *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*

*Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*

### **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.

### **Academic Conduct Policy**

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

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:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

Technical Assistance for Canvas Users:

- 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.