



Chaminade University

School of Education and Behavioral Sciences
Special Education

EDUC 733 Issues in Special Education IS

Location meeting and Class meeting schedule Online Asynchronous
Credits: #3 Section: # EDUC 733-90-3 Term: Accelerated Summer

Instructor Information



Instructor: Denise Dugan, PhD
Email: denise.dugan@chaminade.edu
Phone: 808.735.4833
Office Location: Brogan 114
Office Hours: By Appointment

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 up to 48 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:8087394652)

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

Examination of major issues and challenges in the special education field; emphasis on such topics as non biased assessment, mainstreaming, non-categorical vs. categorical special education, and evaluation programs. Includes special education referral and delivery system, individual educational plans, legislation affecting special education.

During this course, students 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. What is the purpose of federal law *Individual with Disabilities Education Act (IDEA 2004)*, how and why has the law evolved since its inception to present day as illustrated in weekly assignments?
2. What issues/complications might arise, and how might a special education teacher best address these issues/complications, when implementing IDEA 2004 at the school and/or classroom level through a written plan of action?
3. What current trends in Special Education might improve the outcomes for students with disabilities by indicating the pros and cons of each issue?

Time Allocation

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 45 hours of engagement. 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, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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.

Activity group	Hours of engagement
Reading	38.5 hours
Assignments	70 hours

Discussions/ Interaction	30 hours
Total	138.5 hours

Required Materials

Enduring Issues In Special Education Personal Perspectives

Edited by [Barbara Bateman](#), [John W. Lloyd](#), [Melody Tankersley](#)

2015 – Routledge

Recommended Items

Online websites:

<http://www.wrightslaw.com/> (website with lots of information on Special Education)

Department of Education - <https://sites.ed.gov/idea/>

Canvas (<https://chaminade.instructure.com>)

Course Website:

This course can be accessed through your Canvas dashboard at

<https://chaminade.instructure.com/courses/43045>

Canvas is our online learning system and will be where all course materials will be found.

Canvas Technical Assistance:

- 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 or call (808) 735-4855
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Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the M.A. in Teaching, Special Education students will be able to:

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 Outcomes (CLOs)

1	Apply the rule of law in a hypothetical educational situation based on students' knowledge of special education history and landmark court cases.
2	Identify challenges and solutions in implementing IDEA 2004 at school level.
3	Research current trends in special education and identify the possible results of implementation and the impact in terms of positive and negative effects.

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.

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 ('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

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Vaues		X	
PLOs	X	X	X
Native Hawaiian Values		X	X
Gen Ed Learning Outcomes (if applicable)			

Course Activities

Assignments	Description	Pts	Due date
Weekly Discussions (8)	You will read the chapters in each section assigned and answer the questions provided. Due Friday. You will respond to one of your classmates by Sunday. Late responses will be a point deducted.	40	weekly
Weekly Assignment (8)	Students will be required to complete the assignment specified in the weekly assignments. Due Sunday. Some assignments require that you read a court case and write a review, watch a video and respond, write a reflection paper, conduct a mini-research, or describe a terminology. Late penalty will apply to late submission.	80	weekly
Hawai'i Court Case Q&A	The 9th District Circuit Court in Hawai'i, the case of DOUG C. V. STATE OF HAWAI'I DEP'T OF EDUC will be viewed in the "File" folder along with the Supreme Court Decision for the Endrew F. case. The Endrew F. case follows a series of	80	Week 10

	Questions and Answers to explain the critical issues that determined the case. You will provide the same types of information presented in the Endrew F. case through a series of questions for the Doug C. case. Some of the questions have been changed to appropriately address the evidences presented in the Doug C. case. Be careful not to plagiarize the answers. You will be writing a 5-7 pages paper to answer the questions and include a reference and title page in APA format.		
Total		200	

Course Policies

Attendance

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.

Late Work

Late work will be accepted upon discretion from the instructor when arrangements are made prior to due date. No work will be accepted that is in excess of 2 weeks.

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

A student in good standing in a course, may petition to the instructor for an “I” grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. In order to be issued a grade of incomplete, the student must request an incomplete with valid reason no later than one week before the end of the course.

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.

Generative AI use

- You may not use AI to copy and paste responses.
- You may use it as a resource. You MUST adhere to the plagiarism policy, as failure to cite sources can and will be treated as academic dishonesty and can lead to failing an assignment, failing a course, or even removal from the institution. Any material that is not your own thought or common sense must be cited both in text and in a reference list. [Purdue OWLLinks to an external site.](#) is a great resource if you are not sure how to cite something. Generative AI is NOT a good resource for many things and can be wrong at times. Especially in the case of citations.
- Do not write out your response and then put it into AI such as Grammarly to write it for you. If you turn in an assignment with grammar, spelling, and punctuation errors, you will lose a few points. If you turn it in edited by AI, it will show up as AI generated and at that point, it is not possible to determine what is the work of the student and what is the work of AI. In this situation, the assignment will earn a zero.
- You may use AI to brainstorm ideas. It is a good tool for getting started....BUT the majority of the ideas must be yours. You will not learn anything if you copy and paste questions into AI and then get a response and copy and paste it back into Canvas. You are paying a lot of money for your education. Do not walk away with a lack of knowledge.
- Turn it in will check for plagiarism. 20% or more plagiarized will be addressed. Turnitin differentiates between AI created and AI paraphrased. If AI created, it will be a problem. If AI paraphrased it is fine as long as it is cited and does not exceed 20%.

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 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.