Course Overview

Spring 2026
Course Number: ED 401
Course Title: SPED Assessment and Instruction
Department Name: School of Education and Behavioral Sciences
Term: January 12, 2026 - May 3, 2026
Course Credits: 3 credits
Class Meeting Days: Asynchronous, at your own pace
Class Meeting Hours: Asynchronous, at your own pace
Course Website Address (Canvas): https://chaminade.instructure.com/

Instructor Name: Brittni Ramos
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Phone: (808) 739-4652 (School of Education and Behavioral Sciences, Special Education Department)
Office Location: Online
Office Hours: Mondays 1:00 to 2:00 pm or by appointment

Brittni Ramos Personal Meeting Room

Join Zoom Meeting
https://hawaii.zoom.us/j/6645105358

Meeting ID: 664 510 5358
Passcode: 4e4P5H

University Course Catalog Description

This course will focus on assessing the needs of young children in early childhood special education and the best practices for effective assessment-based instruction. Foundation of assessment in early childhood special education, assessment approaches, considerations, and developmental domains will be covered.

Course Overview

HISTORY OF EARLY CHILDHOOD SPECIAL EDUCATION

Friedrich Wilhelm Froebel, a German scholar who created the term, "kindergarten", a garden for children, established the first formal early education program in 1837.

Maria Montessori's work in the early 1900s provides the earliest account of education for young children with exceptional learning needs.

- She used a scientific, strategic approach to teaching young children considered incapable of learning
- Her work continues to influence guiding principles used in special education programs today

President Lyndon Johnson declared his "unconditional war on poverty", where government funded programs for young children who were at risk for educational

failure.

- He believed that the poor socioeconomic environments were underlying causes for developmental delays and future academic problems.
- He allocated funding for compensatory programs starting in early childhood, Head Start was established which initially served 500,000 four and five-year-olds in 2500 communities
- Head Start included programs such as
  - Project Follow Through, which ensured that educational success continued once children entered elementary schools
  - Home Start, which brought the quality learning environments into the homes of low-income families
  - Head Start Programs continue to provide quality early experiences for children who are at risk as well as requiring that 30% of their enrollment be children who have diagnosed exceptionalities.

At the same time, due to the rubella epidemic resulting in more than 20,000 babies born with deaf-blindness, there was urgency for more special education programs. Federal government appropriated considerable funding for assessment, programming, and teacher training in special education.

- The Elementary and Secondary Education Act (ESEA) established several special education programs and laid the groundwork for subsequent amendments that ensured future allocations of financial support for children who were at-risk or diagnosed with exceptionalities.

In 1968, the Handicapped Children's Early Education Assistance Act was passed and established guidelines for early childhood special education.

In 1975, landmark legislation, the Individuals with Disabilities Act (IDEA), established rights for all children with exceptionalities. Over the next several years, numerous amendments and reauthorization followed, continually improving the quality of education for young children.

Caldwell (1973) labeled three distinct historical periods in special education over an 80 year span:

- "Forget and Hide Period" (1900–1950) - During the "Forget and Hide Period," society viewed

children with ELN as an embarrassment to their families and they were kept out of the public eye
- "Screen and Segregate Period" (1950–1960)- assessed, labeled, and then isolated children in institutional settings, as children with ELN were not capable of living in the mainstream of society
- "Identify and Help Period" (1960–1980)-recognized the importance of providing support as early as possible and advocated for early screening and intervention

The present era, is named "Educate and Include" (by Shonkoff and Meisels, 2000)

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
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 ʻOlelo Noʻeau (Hawaiian proverbs) and Marianist core beliefs:
1. Educate for Formation in Faith (Mana) E ola au i ke akua (ʻŌlelo Noʻeau 364) May I live by God
2. Provide an Integral, Quality Education (Naʻauao) Lawe i ka maʻalea a kūʻonoʻono (ʻŌlelo Noʻeau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (ʻOhana) ʻIke aku, ʻike mai, kōkua aku kōkua mai; pela iho la ka nohana ʻohana (ʻŌlelo Noʻeau 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 noʻeau (ʻŌlelo Noʻeau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ʻAʻohe pau ka ʻike i ka hālau hoʻokahi (ʻŌlelo Noʻeau 203) All knowledge is not taught in the same school

Educator Ethics:

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 the profession, of professional competence, to our students, to the school, and the use of technology are integral to all aspects of this course.

Learning Outcome

Upon completion of the undergraduate B.S. program in Special Education, students will be able to:

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

Students will:
CLO 1: Analyze a variety of assessments, both formal and informal, for identifying young students' learning needs and instructional approaches.
CLO 2: Create an Individual Education Program (IEP) and develop ways to monitor student progress and evaluate student learning.
CLO 3: Identify major organizations and advocacy groups that support young children with disabilities, delays, and/or at-risk and their families.
CLO 4: Create a transition plan for young children with disabilities and their families.

Alignment of Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO4
Marianist Values	2, 4, 5	2, 4, 5	2, 4, 5	2, 4, 5
Program Learning Outcomes	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

Course Prerequisites

Students should be able to reflect thoughtfully about content that was read and clearly and concisely communicate their ideas in writing utilizing APA format.

Students should be able to use data and present levels of performance to write IEP goals and objectives.

Students should be able to find, share, and communicate current best practices within the educational field with their colleagues.

Required Learning Materials

Foundations of Assessment in Early Childhood Special Education by Kritikos, LeDosquet, Melton, Jonak, and Tolczyk (2012), Pearson.

Other supplemental materials such as articles, videos, websites in Canvas

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

Grading and Providing Content-Specific Feedback

Assignments will be graded in the order they were submitted. Assignments could take up to 5 business days to be graded with specific feedback in the comments section.

Late Work Policy

There is a firm deadline for the Milestone #1 assignment, which is due by 11:59 pm 7 days after the start of your course. If this assignment is late, you may be dropped from the class. There is also a firm deadline for the Milestone #2 Assignment. More information about this assignment can be found in Canvas in the Milestone #1 Assignment. Failure to submit the Milestone #2 Assignment on time will result in a letter grade deduction of your final grade.

Suggested Course Completion Schedule

This course runs from January 12, 2026 to May 3, 2026

Week 1: Module 1 (Milestone Assignment 1 is due)

Week 2: Module 2

Weeks 3 and 4: Module 3

Weeks 5 and 6: Module 4

Weeks 7 and 8: Module 5

Weeks 9 and 10: Module 6

Weeks 11 and 12: Module 7 (Milestone Assignment 2 is due)

Weeks 13 and 14: Module 8

Week 15: Module 9

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the "I" will automatically be recorded as an "F" on your transcript.

Writing Policy

Students are required to use APA formatting. The following resources are available for your review:
https://chaminade.libguides.com/cite
library guide

Instructor and Student Communication

Questions for this course can be emailed to the instructor at brittni.ramos@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 48 hours.

Email Guidelines:
- Use your Chaminade email account.
- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Community of Practice Communication Guidelines:
- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Additional Services

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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

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

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 ʻIke: 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 ʻIke'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 ʻIke at tutoring@chaminade.edu or 808-739-8305.

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. This includes specifying which tools were used and how they were applied.

o Examples of appropriate uses for Generative AI for course activities include:

§ Idea generation

§ Creating outlines, and

§ Sentence-level edits (i.e., punctuation and grammar)

Chaminade University Policies

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 Catalog](#).

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.

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

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. 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.

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.

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 45 hours of engagement.

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.