Chaminade University

School of Education and Behavioral Sciences
Doctor of Education in Educational Psychology

EPSY 708 Special Education Assessment, Identification, and Planning

Class Location: Online (https://chaminade.instructure.com/)
Course Modality: Both Asynchronous and Synchronous (Five Sessions)
Class Meeting Schedule: Tuesdays (Sec 90) & Thursdays (Sec 91), 5:30-9:30pm HST
Credits: 3   Sections: 90 & 91   Term: Winter 2026

Instructor Information

Instructor: Shauna Gega, PsyD, NCSP
Email: shauna.gega@chaminade.edu
Phone: N/A
Virtual Office: Contact me for a meeting link
Virtual Office Hours: By appointment

ESY 708 - Synchronous Sessions
Tuesdays (Section 90) & Thursdays (Section 91)
5:30-9:30PM HST
Click here to join our EPSY 708 Live Zoom
Meeting ID: 814 1810 1471
Join by phone: +1 253 205 0468

Communication
Please contact me by email with any questions or concerns. I will typically respond within 24 hours; however, weekends and holidays may take longer.

School & Department Information

School of Educational and Behavioral Sciences
Office Location: Brogan Hall, 110
Phone: (808) 739-4604

If you have questions regarding the Doctorate of Education in Educational Psychology Program, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

This course provides training in multifaceted assessment and data-based decision-making for determining special education eligibility and service planning. Diagnostic assessment of developmental, academic, behavioral, and cognitive needs will be covered, along with interpretation and educational recommendations. Procedures for identifying disabilities, writing evaluation reports, and developing Individualized Education Plans will be addressed.

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 accelerated course, students will spend an average of 13.5 hours per week engaged in this course. This includes a total of 15-20 hours of live synchronous sessions (five sessions total, approximately 3-4 hours each session), 8 hours writing discussion posts and responding to peers' posts, 10 hours researching and writing reflection papers, 20 hours working on individual case study projects, 20 hours working on the team projects and final presentation, 20 hours working on the individual activities, 10 hours working on your final individual project and presentation, 16.5 hours studying for quizzes and the final exam, 6.5 hours to complete the quizzes and final exam, and approximately 20+ hours of additional class engagement (e.g., assigned readings and videos).

Required Materials (eTexts provided)

Dombrowski, S. C. (2020). *Psychoeducational assessment and report writing* (2nd ed.). Springer.

Gibb, G. & Taylor, T. (2022). *IEPs: Guide to writing individualized education programs* (4th ed.).
     Pearson.

Additional instructional materials are located in Canvas/provided by the instructor:
- Assessments, Evaluation and Eligibility Training Materials (OCISS-SES)
- HAR - Chapter 60 Guidelines
- Procedural Safeguards Notice for Parents and Students under IDEA & HAR

Recommended Materials

American Psychological Association. (2020). *Publication manual of the American Psychological*
     Association (7th ed.). https://doi.org/10.1037/0000165-000

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

Learning Outcomes

EdD in Educational Psychology Program Learning Outcomes (PLOs)
1. Administer psychological and educational assessments and effectively communicate the results to a variety of audiences.
2. Provide an innovative, research-based, and real-world curriculum that focuses on preparing individuals to meet the holistic and mental health needs of PK-12 students.
3. Evaluate scientific knowledge and research regarding the provision of mental health, psychological, and educational interventions and strategies, prevention approaches, wellness approaches, and the use of assessments.
4. Synthesize the value of adaptation and change with applied 21st century leadership, supervision, and consultation knowledge and skills for diverse and complex organizational systems.

Course Learning Outcomes (CLOs)
Upon completion of EPSY 708, Educational Psychology students will be able to:
1. Administer valid diagnostic assessments across developmental, academic, cognitive, behavioral, and mental health domains. (NASP 2)
2. Interpret assessment data from multiple sources to identify student strengths and disabilities for special education. (NASP 2 & 5)
3. Synthesize evaluation results into coherent written reports that convey findings accurately and sensitively. (NASP 2)
4. Make appropriate eligibility decisions and recommend evidence-based instructional strategies based on assessment data. (NASP 2 & 5)
5. Develop legally compliant and pedagogically sound Individualized Education Plans that maximize learning for students with diverse needs. (NASP 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.

EPSY 709 SPED Assessment, Identification, and Planning is guided by the Marianist Educational Value of Providing an Integral, Quality Education, where achievement of excellence addresses the whole person. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities while respecting differences. The university curriculum is designed to connect the classroom with the wider world, beyond theory and technical practice to real world application. Additionally, as progress infers change, for learning to remain vibrant and relevant in changing times, open minds, critical thinking, creative problem-solving and real-world application are key- all cornerstones of the active learning process. This will be found throughout the course.

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	CLO 4
PLOs	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4	1, 2, 3, 4
Marianist Values	2, 4, 5	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5
Native Hawaiian Values	2, 4, 5	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5

Course Approach

This course is designed using a mix of asynchronous and synchronous learning to give you some flexibility while also providing opportunities for real-time interaction and support. Most of the content, such as readings, videos, and assignments, can be completed on your own time within set deadlines, so you have the ability to plan around your schedule while staying on track. We will also have live sessions throughout the term (roughly biweekly starting from Week 1) where we will meet to discuss key topics, ask questions, and work through more complex material together. Synchronous sessions will be held via Zoom. A link will be provided prior to the first day of class.

You will engage in a variety of individual and team learning activities. Some assignments will be done independently so you can apply what you've learned in a meaningful way, while others will be collaborative, including small team projects that mirror real-world practice. These group tasks are a great opportunity to learn from each other and develop your skills in a team setting.

To keep us all connected and thinking critically, there will be regular discussion posts, quizzes, and opportunities to apply ideas to case-based scenarios. The goal is to create a balance between flexibility and structure—so that you're supported, challenged, and well-prepared to apply these concepts in professional settings. I am a firm believer in providing learning activities that are practical, relevant, and closely aligned with the real-world experiences you're likely to encounter as a school psychologist.

Students are expected to complete the assigned readings before participating in discussion posts, as thoughtful, informed discussions depend on a shared understanding of the material. Given the nature of the topics we'll be exploring, it's likely that we'll encounter a range of perspectives—some discussions may be lively, and some content may be uncomfortable or emotionally challenging. To ensure a respectful and supportive learning environment, we'll follow these ground rules:

- Acknowledge that people in our culture have different experiences based on race, ethnicity, class, sex, age, and sexuality.
- Think psychologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Create a space where no one feels embarrassed or ashamed. Disrespectful behavior will not be tolerated. Personal attacks are not acceptable in any format, including discussion boards. However, healthy disagreement and open dialogue is welcome and encouraged. We do not have to agree with one another, but we do need to speak and listen respectfully.

In terms of general participation, students are responsible for all material posted each week. This includes checking the weekly module, keeping up with the readings and videos, participating in discussions, and submitting assignments on time. I recommend setting aside time at the start of each week to review what's ahead so you can stay on track and avoid last-minute surprises. While this course offers some flexibility, consistent engagement each week is key, not just for your own learning, but for the learning community we're building together.

Prior to any class discussions, please come prepared by engaging with the week's materials and bringing your reflections or questions. This allows for more coherent participation in the course discussions. While specific readings and videos will be assigned, you're encouraged to think critically about how the materials connect and to explore similarities, contrasts, and big-picture takeaways.

Please note weeks begin on Mondays and finish on Sundays. Weekly assignments will be due on Sundays except when otherwise stated. Readings due the week of a synchronous class should be completed by the date/time of the class.

Course Website Address (Canvas): https://chaminade.instructure.com/

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio. Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Course Prerequisites
Students need to be familiar with the Canvas Learning Management System to be successful in this course. Students are encouraged to review the Canvas Student Guides to ensure they are comfortable with the technology tools used in this course. For Canvas support during business hours, students can contact Chaminade Client Services by email at cstechsupport@chaminade.edu or by phone at (808) 735-4855. Students can also access 24/7 technical support directly from Canvas through live chat with Canvas Support for students or by calling the Canvas Support Hotline for students at (833) 209-6111.

Course Activities

Student Introduction (5 points)

Students will participate in an introductory discussion board to help build community at the start of the course. Each student will introduce themselves to the instructor and their classmates utilizing the guiding questions that are provided in the Canvas module.

Discussions (15 points each, 60 points total)

Students will engage in an online forum to critically discuss topics that apply to SPED assessment, identification, and planning in the schools. There will be four discussion posts total. In addition to creating an initial post based on the discussion topic, students will also respond to two of their peers' posts.

Initial discussion posts must be posted by Thursday 11:59PM HST and responses to peers must be completed by Sunday 11:59PM HST (these criteria are reflected in the discussion post rubric found on Canvas).

Reflections (20 points each, 60 points total)

Throughout the course, students will complete individual reflection papers designed to encourage critical thinking and personal integration of course content. These reflections will ask students to connect their learning to real-world practice, consider the implications of course topics, and evaluate their own growth and understanding.

Some reflections will focus on specific course topics, while others will follow the team activities, such as the mock eligibility determination and review. These reflections should focus on the student's individual learning, contributions, insights gained from the group process, and areas for continued growth as a future professional. **Students are expected to utilize APA style formatting when completing the reflection papers.** APA format includes 12-point serif font (Times New Roman preferred), but 11-point sans serif fonts such as Calibri and Arial are also acceptable; one-inch margins; double spaces; in-text citation; correct level headings; and a title page (abstract is not necessary). Please refer to the APA style guidelines for student papers found in this course's Canvas modules.

Quizzes (4 quizzes, 80 points total)

Students will complete periodic quizzes that assess understanding of course material covered during designated weeks. Each quiz consists of approximately 10-15 questions and may include multiple choice, multiple answer, true/false, and short answer formats. Questions are based on assigned readings and live session content.

Final Exam (100 points)

The final exam is a comprehensive assessment covering material from the entire course, including content from textbook readings, live sessions, and previous quizzes. It will include multiple choice, multiple answer, true/false, and short answer questions.

Team Projects (80 points total)

1) **Mock Student Referral Activity (20 points)** - Students will review a mock special education referral to determine whether it warrants a formal evaluation or if additional information is needed. Using provided materials and checklists, teams will collaborate to complete a referral analysis and submit their decision through a shared Google Form. Students will also submit an individual reflection based on the experience (counts as a Reflection paper).

2) **Eligibility Review and Determination (20 points)** - Students will review a comprehensive psychoeducational evaluation report to determine if a student meets eligibility criteria for special education services. Using IDEA and state guidelines, teams will analyze assessment data, determine the appropriate eligibility category (if applicable), and justify their decision. This activity will lay the groundwork for the final IEP project. A shared Google Form will be completed by each team to document their conclusions.

3) **IEP Development & Mock IEP Meeting (40 points)** - In this final team activity, students will take on the role of an IEP team to develop a complete, data-driven IEP based on the evaluation report and eligibility decision analyzed in Week 6. Teams will first complete an Evaluation Summary Report (ESR), then collaboratively write key sections of the IEP using the template provided by the instructor. The project culminates in a 30-minute mock IEP meeting presentation, with team members assuming professional roles and the instructor serving as the parent. This assignment provides hands-on experience with special education planning, IDEA/Chapter 60 compliance, and collaborative decision-making.

Individual Projects (115 points total)

1) **Developmental History Interview (20 points)** - Students will conduct a mock developmental history interview with a parent or guardian to practice gathering comprehensive background information. The focus is on developing interview skills, building rapport, and identifying factors that may impact a child's learning and behavior. Students will submit the background form used during the interview as well as the written summary the following week.

2) **Systematic Observation Practice (20 points)** - Students will conduct a 30-minute event recording observation of a child to practice identifying and tracking a discrete behavior. Using a self-selected behavior and time interval, students will collect data and then summarize their findings in a write-up. The summary will include a "Significant

Findings/Implications for Learning" section outlining possible implications of the behavior for the child's functioning and learning.

3) **WISC-V Practice Administration & Interpretive Summary (25 points)** - Students will practice administering the Similarities and Digit Span subtests of the WISC-V to a child (ages 8–16), following standardized procedures reviewed during the live lecture. After administration, students will submit raw scores to the instructor and complete a brief summary report using the SES Training Guide template. The report will include observations, performance summary, and interpretation of results, with a focus on understanding learning strengths, needs, and implications for learning. This assignment supports development of assessment and report writing skills and will be incorporated into the full report due in Week 8.

4) **PLAAFP to Progress: Writing & Monitoring IEP Goals (25 points)** - Students will select a sample case study from the Dombrowski textbook (Ch. 12–16) and draft a Present Levels of Academic Achievement and Functional Performance (PLAAFP) statement, two measurable annual IEP goals, and corresponding progress-monitoring plans. This integrated activity emphasizes translating assessment data into instructionally relevant, legally compliant IEP components using the SMART goal framework and guidance from the Gibb & Taylor text. Students will additionally analyze sample IEP goals, determine appropriate methods for measuring progress, select and justify data-collection tools, and draft IDEA-aligned progress-reporting statements that reflect defensible, measurable practices.

5) **Peer Work Team Evaluation Form (25 points)** - Following the final team project, students will complete a Peer Work Team Evaluation to assess their teammates' contributions in areas such as quality, timeliness, and accuracy of work, as well as overall collaboration. This activity promotes accountability and provides an opportunity to give and receive constructive feedback on the team experience.

Final Individual Project & Presentation (35 points)

Individual Report and Presentation - In this assignment, students will take on the role of a school psychologist to write a brief psychoeducational report and deliver a 10–15 minute class presentation. Using mock or previously collected data (WISC-V subtests, observation, developmental history), students will synthesize information to address a referral question and provide instructional implications. The report will include background information, score interpretation, and key findings. Presentations will simulate sharing results with a school team and parent.

Grading Summary Table

	Assignment/Activity	Points
	Student Introduction	5
Discussions	4 Discussion Posts (15 pts each)	60
Reflections	3 Reflection Papers (20 pts each)	60
Quizzes/Exams	4 Quizzes	80
	Final Exam	100
Team Projects	Mock Student Referral Activity	20
	Eligibility Review & Determination	20
	IEP Development & Mock IEP Meeting	40
Individual Projects	Developmental History Interview	20
	Systematic Observation Practice	20
	WISC-V Practice & Interpretive Summary	25
	PLAAFP to Progress: Writing & Monitoring IEP Goals	25
	Peer Work Team Evaluation	25
	Individual Report & Presentation	35
TOTAL		535

Alignment of Assessment and Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Discussions		X	X	X	X
Reflections		X	X	X	X
Quizzes & Final Exam	X	X	X	X	X
Mock Student Referral Activity		X		X	
Eligibility Review & Determination		X		X	
IEP Development & Meeting		X	X	X	X
Developmental History Interview	X	X	X		
Systematic Observation Practice	X	X	X		
WISC-V Admin & Interpretation	X	X	X	X	
PLAAFP to Progress: Writing Goals				X	X
Individual Report & Presentation	X	X	X	X	X

Course Policies

Student Interaction Expectations

Students are expected to conduct themselves in a manner appropriate to professional standards in counseling, i.e., treat each other with respect and courtesy. Group assignments should be delegated to respective group members so that equivalent effort is a likely outcome. Group conveners will be responsible for ensuring that standard is met.

Attendance & Participation

Because this is a 10-week accelerated course with only five scheduled live lectures, **students are expected to attend all synchronous sessions**. Attendance and active participation are essential for your success and for meeting course learning outcomes. **One (1) absence** from a live session will result in a one-letter grade deduction from your final course grade. **Two or more absences** will result in automatic failure of the course or administrative withdrawal, per university policy.

If a student is unable to attend their regularly scheduled live session, they are permitted to attend the alternate session during the same week. **Students must notify the instructor in advance** if they plan to attend a different session or if they are unable to attend at all.

Students should also notify the instructor via email if illness or other extenuating circumstances prevent them from attending a session. It is the instructor's discretion to approve make-up work and adjust deadlines on a case-by-case basis.

Active participation in live discussions and collaborative activities is expected. Students who are unable to engage in class due to illness or other situations for more than one week should communicate with the instructor to make appropriate arrangements.

For synchronous sessions that occur each week for the 10-week course: **Unexcused absences from more than two synchronous sessions** may result in a grade reduction. Absences exceeding three or more sessions must be reported to the Associate Provost and the Records Office by the instructor, as required by university policy. **Students who stop attending the course without formal withdrawal will receive a failing grade.**

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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 a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. 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. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

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.

The course syllabus indicates the number of credit hours for which the course is offered, along with a breakdown of how those credit hours will be allocated throughout the semester or term. Information includes the number of hours of direct faculty instruction, the number of hours of outside preparation expected of students, and any additional expectations for student engagement, such as online discussions or group projects necessary to earn the credit hours. The actual number of hours an individual student will take to complete the work will vary based on a variety of factors, including academic preparedness and prior knowledge.

This is a three-credit hour accelerated course requiring 135 clock hours of student engagement over a 10-week period, per the official CUH Credit Hour Policy (as shown above). Students enrolled in this course are anticipated to spend an average of 13.5 hours per week engaged in this course. This includes a total of 15-20 hours of live synchronous sessions (five sessions total, approximately 3-4 hours each session), 8 hours writing discussion posts and responding to peers' posts, 10 hours researching and writing reflection papers, 20 hours working on individual case study projects, 20 hours working on the team projects and final presentation, 25 hours working on the individual activities, 10 hours working on your final individual project and

presentation, 16.5 hours studying for quizzes and the final exam, 6.5 hours to complete the quizzes and final exam, and approximately 25+ hours of additional class engagement (e.g., assigned readings and videos).

Faculty-Student Grading/Feedback Expectations

Assuming on-time submission of assignments, the instructor will make every reasonable effort to return graded assignments **within one week of the assignment's due date**. If a student submits an assignment after the due date, feedback and grading may take up to **one week from the date of actual submission**. Communications via email will generally be responded to on the same day but no later than 2 days after receipt.

Grading Policy/Late Work

It is assumed that students will allocate their time so that all assignments and quizzes will be submitted by the deadline. Make-up quizzes will only be considered if extraordinary circumstances occur that might reasonably prevent a student from meeting the quiz availability window (Monday-Sunday of each week). **Assignments should be submitted by the respective deadlines with the understanding that one point (1 pt) will be deducted for each day that the assignment is late.**

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.

Grading Scale (Based on 535 Points)

Final grades are submitted to Self-Service:

A	= 93-100% (498-535 points)
A-	= 90-92% (481-497 points)
B+	= 87-89% (465-480 points)
B	= 83-86% (444-464 points)
B-	= 80-82% (428-443 points)
C	= 70-79% (375-427 points) - Non-passing grade
D	= 60-69% (321-374 points) - Non-passing grade
F	= 59% and below (Below 321 points) - Non-passing grade

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 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.

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.

Tentative Course Schedule (Subject to Change)

Dates	Class/Learning Activity	Readings/Videos Due	Assignments Due
Week 1: 1/12-1/18	Overview of SPED Assessment: Foundations, Frameworks, & the Referral Process *Synchronous Session #1*	Dombrowski (Ch. 1-2) Gibb & Taylor (Intro) SES Guide (pgs 5-9)	Student Intro Discussion: Inclusion in Hawai'i Schools Quiz - Week #1
Week 2: 1/19-1/25	Overview of Psychoeducational Assessment & Report Writing Guidelines Data Collection: Interviews	Dombrowski (Ch. 3-4) SES Guide (pgs 7-9, 10-25) Watch Parent Interview Videos	Mock Student Referral Activity (Team)
Week 3: 1/26-2/1	Report Writing Sections & Guidelines Data Collection: Observations WISC-V Practice *Synchronous Session #2*	Dombrowski (Ch. 5, 7-11) SES Guide (pgs 26-28) Watch Event Recording Example Video	Development History Interview Discussion Post: First Case Dilemma Quiz - Weeks #2-3
Week 4: 2/2-2/8	Report Writing: Structure & Style	Dombrowski (Ch. 6)	Systematic Observation Practice Reflection - Comparative Analysis of Reports
Week 5: 2/9-2/15	Special Considerations in Assessment	Dombrowski (Ch. 18-22)	Reflection - Role of Language Proficiency Quiz - Weeks #4-5

Week 6: **2/16-2/22**	IDEA Classifications & Chapter 60 Guidelines Eligibility Meetings IEP Discussion *Synchronous Session #3*	Dombrowski (Ch. 12-17) SES Guide (pgs 29-89) Review Psychoeducational Evaluation Report Watch Mock Eligibility Meeting	WISC-V Practice Administration & Interpretive Summary Discussion - Comparing Approaches to LD Identification
Week 7: **2/23-3/1**	Introduction to IEP Planning (PLAAFP, Goals, & Progress Monitoring)	Gibb & Taylor (Meet Our Students, Steps 1-3)	Eligibility Review & Determination (Team) Eligibility Review & Determination (Individual Reflection) PLAAFP to Progress Quiz - Weeks #6-7
Week 8: **3/2-3/8**	Individual Report Presentations *Synchronous Session #4*	Gibb & Taylor (Steps 4-7)	Individual Report & Presentation Discussion - Role of Parent Participation in IEP Meetings
Week 9: **3/9-3/15**	IEP Content & Group Planning	Watch Do's & Don'ts of IEP Meetings Watch Mock IEP Mtg	
Week 10: **3/16-3/22**	Course Review & Final Exam Review Team Presentations *Synchronous Session #5*		IEP Development & Team Meeting Presentation Peer Work Team Evaluation Form Final Exam