



**EDUC 669-90-3: Special Education
Leadership
3 Credits
Online
April 13 – June 22, 2026**

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Office Hours: By appointment

Required Texts:

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Families and Professionals: Trusting Partnerships in General and Special Education, 8th edition, Ann Turnbull, H Rutherford Turnbull, Grace L Francis, et. al., Pearson eText with Loose-Leaf Version (8th Edition) Education Law and Advocacy.

Course Catalog Description: This course is designed to provide a working knowledge of IDEA 2004 and its procedural requirements. Topics include special education instructional environments/placements, inclusion challenges, differentiation and co-teaching models. Community collaboration and communication strategies with families of exceptional children, including culturally diverse populations, will be reviewed.

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 with a diverse community of learners.

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 2 hours per week on your Weekly Discussions, 2 hours per week on Weekly Assignments, 20 hours total for video viewing and report writing, 20 hours total for Behavior Support Plan, Transition Plan, and IEP, 30 hours in total developing your Special Education Resource Manual that includes: 1) Description of Educational Settings; 2) Organizing IEP meeting procedures; 3) List of roles/responsibilities for classroom support personnel; 4) Accommodations, modifications, and instructional ideas including differentiation and UDL to assist teachers to meet the needs of students with disabilities. An additional 10 hours of work to complete your IEP Construction Signature Assignment that includes the Standards Based IEP including a transition plan, and Behavior Support Plan for student selected from video with additional hours required beyond what is listed here to complete your course readings and learning strategy planning. This additional work will average about 1.5 total hour per week.

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. What knowledge does a Special Education teacher need to demonstrate ways to implement the *Individuals with Disabilities Education Improvement Act (IDEA 2004)* in various education classroom settings?
2. What collaborative strategies can special education teachers use to best work and communicate with families and partners of exceptional and/or culturally diverse learners?
3. How does a special education teacher strategically plan to support teaching assistants, paraprofessionals and collaborate with colleagues to provide optimal learning experiences for students with disabilities?
4. How does the Special Education teacher organize and plan for the IEP meeting that involves the family, student, administration, and required partners?

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianists' values, current research, and best practices.

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

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):
Students will:**

1	Apply knowledge of special education law, IDEA 2004, and the procedures and protocols needed for its implementation.
2	Investigate culturally appropriate ways to work and communicate with families of students with disabilities and/or diverse students through research.
3	Construct plans to collaborate with professional colleagues to meet the needs of exceptional students in various educational settings.

Alignment of Learning Outcomes:

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

Course Requirements:

Assignments	Descriptions	Points	Due Date
Weekly Discussions and Assignments	Each week students will respond to discussions and assignments in a thoughtful and reflective way (250-300 words). Full points will be awarded to those who turn in discussions and assignments on time and participate with enthusiasm and positive energy towards the discussions in a timely response to one of your classmates. Points will be deducted for late postings	100	Ongoing

	and/or non-response feedback towards classmates. If constructiveness is warranted, be mindful in your choice of words. We need to exercise professionalism when responding to our classmates.		
Special Education Resource Manual	This manual will be a resource, in powerpoint format, for Special Education teachers that includes: <ul style="list-style-type: none"> • Description of various K-12 educational settings and different ways special education teachers in those settings assist students with disabilities. • Organizing an IEP team for a meeting, procedures • List of roles/responsibilities for classroom support personnel • Accommodations, modifications, and instructional ideas including differentiation and UDL to assist teachers to meet the needs of students with disabilities. This assignment will be shared with classmates as a resource.	40	TBA
IEP Construction Signature Assignment	Students will create a Standards-Based Individual Education Plan (IEP) with all components including a transition plan, and behavior support plan (BSP) for a student from the video.	60	TBA
TOTAL		200	

Grading Scale: 190 – 200 = A, 180 – 189 = B, 170 – 179 = C, 169 and below = F

***The instructor has the right to change the syllabus at any time.**

Course Schedule: 10-Week Overview

AI Policy Tiers: **No AI** (Weeks 3, 5, 8, 9) — demonstrates independent professional judgment; **AI-Permitted with Transparency** (Weeks 1, 2, 4, 6, 7, 10) — AI is a tool for drafting; all submissions must include the AI output, your revision, and a critical reflection. Students are responsible for the accuracy and ethics of all submitted work.

Wk	Dates	Topic / CLO	Readings	Discussion Prompt	Assignment (AI Policy)
1	April 13–19	Foundations of IDEA 2004 & Special Education Law <i>CLO 1</i>	Turnbull et al., Ch. 1: Families, Professionals, and Exceptional Students; IDEA 2004 Overview (sites.ed.gov/idea)	Introductions + Discussion: What does IDEA 2004 mean for families? Share one key procedural safeguard and explain its importance for a family you might serve.	Assignment 1 (AI-Assisted): Use an AI tool to generate a plain-language summary of one IDEA 2004 procedural safeguard. Then rewrite it to be culturally appropriate for a Pacific Islander family. Submit both versions with a 200-word reflection comparing them. [AI Policy: AI-Permitted with Transparency — cite AI use.]

Wk	Dates	Topic / CLO	Readings	Discussion Prompt	Assignment (AI Policy)
2	April 20–26	Family-Professional Partnerships: Foundations & Trust <i>CLO 2</i>	Turnbull et al., Ch. 2: Partnerships: Where We Are and Where We Want to Be; Ch. 3: Communication: How Families and Professionals Build Trust	Discuss: What barriers exist to trust-building between special education professionals and culturally diverse families? How might a Micronesian family experience an IEP meeting differently than it is intended?	Assignment 2 (AI-Assisted): Use AI to draft a welcome letter to a family of a student with a disability. Revise the letter to reflect culturally responsive practices for a Pacific Island community. Submit the AI draft + your revised version + a 150-word rationale for your changes. [AI Policy: AI-Permitted with Transparency.]
3	April 27 – May 3	Understanding Families: Diversity, Strengths, and Challenges <i>CLO 2</i>	Turnbull et al., Ch. 4: Understanding Families: Diversity and Strengths; Ch. 5: Understanding Families: Challenges	Discussion: Reflect on a family from your professional experience (no identifying info). What strengths did the family bring that were not initially visible to the school team?	Assignment 3 (No AI): Complete a Family Strengths Inventory for a hypothetical family profile provided by the instructor. Write a 300-word narrative describing how you would use this information in an IEP meeting. [AI Policy: No AI — demonstrates your own professional judgment.]
4	May 4–10	Communicating with Families & Referral Processes <i>CLO 1, CLO 2</i>	Turnbull et al., Ch. 6: Communicating and Collaborating with Families; IDEA Referral and Evaluation Procedures	Discussion: What communication strategies would you use to explain the referral and evaluation process to a family with limited English proficiency or whose first language is Chuukese?	Assignment 4 (AI-Assisted): Use AI to generate a FAQ document about the special education referral process. Evaluate the AI output for accuracy against IDEA 2004 and revise as needed. Submit the original AI output, your revised FAQ, and a 200-word critical analysis of the AI's accuracy and limitations. [AI Policy: AI-Permitted with Transparency.]
5	May 11–17	IEP Development: Team, Process & Roles <i>CLO 1, CLO 3</i>	Turnbull et al., Ch. 7: Participating in Evaluation; Ch. 8: Planning for Inclusive Education; IDEA IEP Requirements	Discussion: Who belongs on an IEP team? Describe each team member's role and how the family's voice should be centered throughout the IEP process.	Assignment 5 (No AI): Begin IEP Construction Signature Assignment — Draft the Student Present Levels of Performance (PLOP) section for the student from the video. [AI Policy: No AI — this is your own professional assessment of a student.]

Week	Dates	Topic / CLO	Readings	Discussion Prompt	Assignment (AI Policy)
6	May 18–24	Educational Settings, Placement & Inclusion <i>CLO 1, CLO 3</i>	Turnbull et al., Ch. 9: Ensuring Appropriate Education in the Least Restrictive Environment; Description of K–12 Special Education Settings	Discussion: How do you explain Least Restrictive Environment (LRE) to a family? What factors must be considered when recommending a placement, and how do you ensure family voice in that decision?	Assignment 6 (AI-Assisted): Begin Special Education Resource Manual — Section 1: Use AI to generate a comparison chart of K–12 special education settings (resource room, self-contained, inclusion, residential). Verify accuracy and add descriptions of how special education teachers support students in each setting. [AI Policy: AI-Permitted with Transparency — document all AI use.]
7	May 25–31	Supporting Paraprofessionals & Classroom Collaboration <i>CLO 3</i>	Turnbull et al., Ch. 10: Collaborating with Professionals; Roles and Responsibilities of Paraprofessionals in Special Education	Discussion: How do you supervise, train, and collaborate with paraprofessionals while maintaining confidentiality and professional boundaries? What challenges arise in culturally diverse school settings?	Assignment 7 (AI-Assisted): Continue Special Education Resource Manual — Section 3: Use AI to draft a roles and responsibilities guide for classroom support personnel (paraprofessionals, instructional assistants). Revise for your specific school context. Include a supervision protocol you would use as the lead special educator. [AI Policy: AI-Permitted with Transparency.]
8	June 1–7	Differentiation, UDL, and Accommodations <i>CLO 1, CLO 3</i>	Turnbull et al., Ch. 11: Meeting Individualized Education Program Goals; UDL Guidelines (CAST.org); Hawaii DOE Accommodations and Modifications	Discussion: How do accommodations differ from modifications? Describe one UDL strategy you would use and explain how you would communicate it to a family and a general education colleague.	Assignment 8 (No AI): Continue Special Education Resource Manual — Section 4: Develop your own Accommodations and Modifications reference guide for at least three disability categories. Include at least two UDL strategies per category. [AI Policy: No AI — demonstrates your professional content knowledge.]
9	June 8–14	Transition Planning, Behavior Support & IEP Completion <i>CLO 1, CLO 2, CLO 3</i>	Turnbull et al., Ch. 12: Partnering to Ensure Progress in the General Curriculum; IDEA Transition Requirements; Behavior Support Plan Guidelines	Discussion: How do you involve the student and family in transition planning in a culturally responsive way? What community and vocational	Assignment 9 (IEP Signature): Complete IEP Construction — Submit the full Standards-Based IEP for the video student, including: Present Levels, Annual Goals, Services, LRE Justification, Transition Plan, and Behavior Support Plan (BSP). [AI Policy: No AI — this is your individual professional signature assignment]

Wk	Dates	Topic / CLO	Readings	Discussion Prompt	Assignment (AI Policy)
				resources would you highlight for a family in Hawaii or the Pacific region?	demonstrating mastery of CLOs 1, 2, and 3.]
10	June 15–22	Leadership, Advocacy & Professional Reflection <i>CLO 1, CLO 2, CLO 3</i>	Turnbull et al., Ch. 13: Looking to the Future: Building a 21st Century System; Leadership and Advocacy in Special Education	Final Discussion: Reflect on your growth across this course. How has your understanding of families, law, and collaboration changed? What is one advocacy action you will take in your school or community?	Assignment 10 (AI-Assisted): Complete and Submit Special Education Resource Manual. Use AI to review your manual for completeness and suggest any gaps. Write a 300-word closing reflection on how you used AI as a professional tool throughout this course, including what you learned about AI's limitations in special education practice. [AI Policy: AI-Permitted with Transparency.]

Other Readings/Recommended Texts:

Publication manual of the American Psychological Association. (6th ed.) (2001). Washington, DC: American Psychological Association. ISBN 1-55798-791-2.

State of Hawaii, Department of Education, Special Education Rules and Regulations, Chapter 60; and the 504 Act, that can be found at http://doe.k12.hi.us/specialeducation/index_references.htm

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), can be found at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Other Resources:

- Chaminade library at www.chaminade.edu/library
- Common Core Standards at : <http://standardstoolkit.k12.hi.us/common-core/>
- Hawaii General Learner Outcome (GLO) at http://doe.k12.hi.us/curriculum/GLO_rubric.htm
- Hawaii Teacher Standard Board (HTSB) at <http://www.htsb.org/>
- Individual with Disabilities Education Act (IDEA) at [Individuals with Disabilities Education Act \(IDEA\)](#)

For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.college.com, or call toll free at: (866) 647-0654

Education Division

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:

- Correctly use 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.

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.*

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 accommodations are implemented 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.

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 the Counseling Center 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 Kokua Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu (CUH) 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. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at [808 7354845](tel:8087354845) and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role **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>