



EDUC 733 Issues in Special Education

School of Education and Behavioral Science
Education Division
Online Asynchronous

Section: #90-3 Term: Accel Summer
July 13 – September 21,
2026

Instructor Information



Instructor: Dr. Lorene Unten

Email: lorene.unten@chaminade.edu

Phone: 808-429-8581

Virtual Office: Lorene Unten's Zoom Meeting (actual web will be provided after meeting setup)

Virtual Office Hours: [By appointment]

Communication

Via email or mobile phone. I will respond within 24hrs/48hrs]

School & Department Information

School of Behavioral Science and Education

Office Location: 3140 Waiālae Avenue, Honolulu, Hawaii 96816

<https://chaminade.edu/education-behavioral-sciences/doctorate-of-education/>

Phone: (808) 739-8340 If you have questions regarding the course, reach out to your Instructor Dr. Unten or the Department of Education and Behavioral Sciences

Required Readings:

Enduring Issues In Special Education Personal Perspectives

Edited by [Barbara Bateman](#), [John W. Lloyd](#), [Melody Tankersley](#)
2015 – Routledge

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

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

Course Catalog Description: This course provides analysis and practical application of social, legal, and ethical issues in the field of special education. Topics will consist of topical educational issues and national and global trends in Special Education. 3 Credits.

Essential Questions: 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?

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 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.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Essential Questions	1,2	1,2	3
Marianist Values	2	4	2.5
WASC Core Competencies	5	1,2	3,4
Program Learning Outcomes	1	2,4	1,4

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 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.	80	Week 10
Total		200	

Grading Scale: 188– 200 = A, 174- 187 = B, 173=C

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

Time Allocation

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 case study reading and analysis report writing, 20 hours total for Behavior Case Study history and research, 40 hours in total developing your Final Case Analysis research and report writing. 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.

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

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 a total of 40 hours on your Weekly Discussions, 40 hours total on Weekly Assignments, and 55 hours in total developing your answer to the Andrew C. case. An additional 10 hours of work is required beyond what is listed here to complete your course readings and learning strategy planning. This additional work will average about 1 total hour per week.

University Policies

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 <http://idea.ed.gov/>

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

Education Division

Conceptual Framework

The Division of Education'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.

University Policies:

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

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

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

- Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- Develop ideas, themes, and main points coherently and concisely.
- Adopt modes and styles appropriate to their purpose and audience.
- Be clear, complete, and effective.
- Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

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

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

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 onground 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 nondiscrimination 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-STUDENTHANDBOOK.pdf>