



Chaminade
University
OF HONOLULU

Flex Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Overview

Course Number: ED 326, Summer Flex 2026

Course Title: Exceptional Children

Department Name: School of Education and Behavioral Science

Term: Summer 13 week course

Course Credits: 3

Class Meeting Days: Asynchronous, at your own pace

Class Meeting Hours: Asynchronous, at your own pace

Course Website Address (Canvas): <https://chaminade.instructure.com/courses/37512>

Instructor Name: Denise Dugan

Email: denise.dugan@chaminade.edu

Phone: 808-735-4833

Office Hours: by appointment via email to set up via zoom.

University Course Catalog Description

Overview of categories of students served in special education including intellectual disabilities, developmental delay, specific learning disabled, emotional and behaviorally disturbed, autism, speech and language impaired, visually impaired, deaf and hearing impaired, other health impairment, multiple disabilities, orthopedic impairment, deaf blindness, and traumatic brain injury. Special education eligibility and related services are reviewed. In addition, exceptional children such as English Language Learners, students with attention deficit disorder and gifted, creative, and talented are discussed. Prerequisites: ED 220, ED 221.

Course Overview

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 are the laws that serve to guide and protect the educational rights of exceptional children?
2. Who are the exceptional students in our schools and what are their unique characteristics?
3. What are the effective instructional practices and technologies that can be used by teachers to assist students while learning difficulties in the classroom?

4. What strategies can be implemented to support the learning of English as a Second Language Learners and cultural diversities?

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 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes

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

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

By the end of our course, students will be able to:

1. CLO 1 Analyze IDEA 2004 and the laws that govern programs and services for children with disabilities.
2. CLO 2 Review the etiology and development, characteristics, learning needs of exceptional and **Multilingual children**.
3. CLO 3 Create learning plans for exceptional and **multilingual learners** using evidence-based instructional methods such as Differentiation and Universal Design for Learning (UDL)

Alignment of Learning Outcomes

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

Model Code of Ethics for Educators

The Model Code of Ethics for Educators 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.

Course Prerequisites

Be able to navigate on Canvas and ensure access to a computer. Able to seek technical assistance according to links provided and contact instructor whenever an unforeseeable occurrence prohibits the completion of course and assignments.

Required Learning Materials

Daniel P. Hallahan, James M. Kauffman, Paige Pullen. *Exceptional Learners: An Introduction to Special Education*, 14th ed. (2019). Pearson.

ISBN: 9780-1335-7072-4

Carol Ann Tomlinson. *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd ed. (1995)

Association for Supervision and Curriculum Development (ASCD) ISBN- 9780-8712-0512-4

Course Website: <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.

Assessments

| Assignment | Pts | Assignment Description |
|-------------|-----|---|
| Milestone 1 | 2 | Icebreaker due 7 days after course begins |
| Lesson Plan | 10 | Develop 1 Universal Design for Learning (UDL) lesson plan for special education students (a student with an IEP, a gifted student, and a student who is a multilingual learner) with accommodations and modifications that will ensure their success. You will incorporate what you have learned in our readings into the lesson. |

| | | |
|--|-----|--|
| Milestone 2 | 3 | Perspective Paper |
| Hawaiian Project | 20 | Students will research a Hawaiian cultural site, a Wahi Pana. You will share the history and significance of this site in Hawaiian culture in a powerpoint. In addition, you will create a project/ lesson plan incorporating a field trip to this site. Please make sure to consider multilingual learners and allow for choice in selecting a cultural site should they wish to select one outside of Hawaii, in which case, the field trip implementation would be virtual. |
| Chapter Assignments/mini-papers; video reflections | 65 | Weekly assignments based on Exceptional Learners and How to Differentiate Instruction in Mixed-Ability and multilingual Classrooms textbooks. These may be questions from the chapters, reflections, etc. Please read the instructions and rubrics carefully to guide the completion of each assignment. |
| Total Points | 100 | |

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 = 100-90 points

B = 89-80 points

C = 79-70 points

D = 69 & below points

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

Late Work Policy

This course is utilizing a Flex model, meaning there is a firm deadline for the Course Completion Schedule assignment, which is due by 11:59 pm on the 7th day of the month in which you started the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

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 "IF" will automatically be recorded as an "F" on your transcript.

Writing Policy

Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word-processed, proofread, and solely the work of the author.

Plagiarism

Submitting someone else's writing as your own, copying partial or entire texts from published and unpublished sources, or even paraphrasing material without acknowledging the author, is a serious breach of academic honesty. According to Chaminade's Academic Policies and Procedures, (Student Handbook 45): "Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' for the course, to suspension or dismissal from the University." Re-using assignments from other courses is not allowed. **The use of artificial intelligence (AI) or other automated writing tools to complete assignments is strictly prohibited in this class unless explicitly told to use it for an assignment. It should not be used to correct your writing, as it flags as AI generated.. Any evidence of the use of AI will be considered a violation of academic integrity and will be met with a failing grade for the assignment. Any subsequent attempt to plagiarize could result in your failure of the entire course.**

Instructor and Student Interaction

Questions for this course can be emailed to the instructor at denise.dugan@chaminade.edu. Online, in-person and phone conferences can be arranged. **Response time** will take place up to 24-48 business hours. You can expect items submitted on time to be **graded** with feedback within 48 hours, based on the complexity of the assignment. **Engagement in discussions** will take place within 48 hours, as well.

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.
- Make sure to include the course number in your email.

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 'Ike: 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 'Ike 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 '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 Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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](#).

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

The following attendance policy is from the [2023-2024 Academic Catalog](#) and has been adjusted to reflect the flexibility afforded to Flex students. Faculty members should also check with their divisions for division-specific guidelines.

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 ADA 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.