



**Chaminade**  
**University**  
OF HONOLULU

## **Chaminade-Flex Course Syllabus**

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

3140 Waialae Avenue - Honolulu, HI 96816

**Course Number:** ED 465

**Course Title:** Mild/Moderate Disabilities

**Department Name:** Education

**College/School/Division Name:** School of Education and Behavioral Sciences

**Term:** Flex term begins May 11 and ends August 7, 2026

**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/16652>

**Instructor Name:** Denise Dugan

**Email:** denise.dugan@chaminade.edu

**Phone:** 808.735-4833

**Office Location:** 131

**Office Hours:** by Appointment

### **University Course Catalog Description**

This course focuses on evidence-based strategies for students with disabilities. Universal Design for Learning (UDL) instructional strategies and ways to accommodate the unique learning needs of students with disabilities, as well as those dually identified as a Multilingual Learner (EL) exceptional learner (SPED). Students will construct a learning plan for individual students in the categories of neurodiversity and language learners using various data sources and learn ways to differentiate for small group instruction within a classroom setting.

### **Course Overview**

ED 465-90 SPED: Mild/Moderate Disabilities

This course provides an overview and application of best practices and instructional approaches, strategies, techniques and assessment methods for students with mild/moderate disabilities in K-12 settings.

### **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, peace and integrity of creation
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 (PLOs):**

Upon completion of the undergraduate B.S. program in Elementary 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, and/or Special Education students. |
| 2 | Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary, Secondary, and/or Special Education students.                                    |
| 3 | Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary, Secondary, and/or 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 (CLO)**

|       |   |
|-------|---|
| CLO 1 | Apply content knowledge and evidence-based strategies for students with mild moderate disabilities, as well as dually identified as EL/SPED learners                                      |
| CLO 2 | Research and write a report on instructional and assistive technologies that would benefit students with exceptionalities and dually identified as EL/SPED in gaining concepts and skills |
| CLO 3 | Create a Behavior Support Plan for a Trauma-Impacted Student with challenging behavioral Issues.  |

**Alignment of Learning Outcomes**

|  |       |       |       |
|--|-------|-------|-------|
|  | CLO 1 | CLO 2 | CLO 3 |
|--|-------|-------|-------|

|                                  |     |     |     |
|----------------------------------|-----|-----|-----|
| <b>Marianist Values</b>          | 1,2 | 2   | 4   |
| <b>Program Learning Outcomes</b> | 1,2 | 1,2 | 1,3 |

### Course Prerequisites

Students are expected to do approximately 15 hours of course readings, written assignments, reflections, per module. Being a self-directed learner and comfort with working online, accessing YouTube, Edutopia videos and Chaminade’s Community of Practice (CoP) website are prerequisites for this course.

### Required Learning Materials

*Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom.*  
Heather T. Forbes, LCSW, ISBN 10: 0977704092 ISBN 13: 9780977704095

*Strategies for Teaching Students with Learning and Behavior Problems*, 10th edition

Sharon R. Vaughn

Candace S. Bos

Pearson, ISBN: 978-0-13-479201-9, (9780134792019) Copyright © 2021

**Course Website:** [chaminade.instructure.com/courses/16652](https://chaminade.instructure.com/courses/16652)

**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](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

### Technical Assistance for Canvas Users:

- 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](mailto: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 (<https://chaminade.edu/advising/kokua-ike/>) 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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Assessment

| Assignments   | Pts |
|---|-----|
| Module Assignments: This includes chapters questions based on textbook as well as articles and video reflections. | 190 |
| Multiple choice quizzes   | 25  |
| Plan for Billy- a Trauma-Impacted Student   | 10  |
| Total   | 225 |

## 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 | 225-202   | Outstanding   |
| B | 201-180   | Superior  |
| C | 179-158   | Average   |
| D | 157- 135  | Unsatisfactory for fulfillment of prerequisite course work  |
| F | Below 135 | Failed to grasp the minimum subject matter; no credit given |

## ED 465 Suggested Course Schedule

| Module # | Assignment Titles   | Days after enrollment possible due dates |
|----------|---|--|
| 1        | <b>Assignment: Course Completion Schedule (due by day 7)</b><br><b>Read: Strategies for Teaching Students with Learning and Behavior Problems/Help for Billy</b><br><b>Assignment 1: Monitoring and Teaching for Understanding</b><br><b>Assignment 2: Americans with Disabilities Act / Video</b><br><b>Assignment 3: IEP or 504</b><br><b>Assignment 4: Help for Billy, ch.1 &amp; 2- 2</b> | 7  |
| 2        | <b>Assignment 1: Strategies- Ch. 2 Approaches to Learning and Teaching</b><br><b>Assignment 2 Help for Billy, Ch. 2 Regulation and Deregulation Assignment 3: Help for Billy, Ch. 3 Anatomy of Learning</b><br><b>Assignment 4: Help for Billy, Ch.2 &amp; 3, Zoe Video</b><br><b>Quiz: Strategies for Teaching Students with Learning and Behavior Problems</b>                              | 14                                       |

|   |   |    |
|---|---|----|
| 3 | <p><b>Assignment 1: Strategies- Ch. 3 Response to Intervention and Multi-Tiered System of Supports</b></p> <p><b>Assignment 2: Strategies- Ch. 3 School-wide implementation of RTI video</b></p> <p><b>Assignment 3: Help for Billy, Chapter 4-Developmental Deficits</b></p> <p><b>Assignment 4: Help for Billy, Chapter 4-Language and Social Skills Deficits</b></p> <p><b>Assignment 5: Participate in the Communities of Practice</b></p>                              | 21 |
| 4 | <p><b>Assignment 1- Strategies- Ch.4 Managing Behavior and Promoting Social Emotional Learning</b></p> <p><b>Assignment 2- Strategies-Ch. 5 Coteaching, Collaborating, and Differentiating Instruction: Working with Professionals and Families</b></p> <p><b>Assignment 3- Making Sure Each Child is Known in a Middle School</b></p> <p><b>Assignment 4: Help for Billy, Chapter 5 Beliefs</b></p> <p><b>Assignment 5: Help for Billy, Chapter 5 Video on Beliefs</b></p> | 28 |
| 5 | <p><b>Assignment 1- Strategies-Ch. 6 Assessing and Teaching Oral Language</b></p> <p><b>Assignment 2: Help for Billy, Ch. 6 Ask the Right Question</b></p> <p><b>Assignment 3: Help for Billy, Ch.7 Motivation</b></p> <p><b>Assignment 4: Article- Evidence-based strategies in Early Childhood Education</b></p> <p><b>Assignment 5: Culturally Relevant Pedagogy</b></p> <p><b>Quiz 2: Strategies Chapters 3-6</b></p>   | 35 |
| 6 | <p><b>Assignment 1- Strategies- Ch.7 Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</b></p> <p><b>Assignment 2: Help for Billy, Ch. 8 Transitions</b></p> <p><b>Assignment 3: Structured Literacy Programs</b></p> <p><b>Assignment 4: Wilson Structured Literacy Small Group</b></p> <p><b>Assignment 5: Guided Literacy Small Group -6</b></p> <p><b>Assignment 6: The Importance of Reading- Children of the Code website</b></p> | 42 |
| 7 | <p><b>Assignment 1- Strategies-Ch. 8 <b>Assessing and Teaching Reading: Fluency and Comprehension</b></b></p> <p><b>Assignment 2- Strategies- Ch.9 Assessing and Teaching Writing and Spelling</b></p> <p><b>Assignment 3: Help for Billy, Ch. 9 Teachers</b></p>   | 49 |
| 8 | <p><b>Assignment 1- Strategies-Ch.10 Assessing and Teaching Content Area Learning and Vocabulary</b></p> <p><b>Assignment 2: Help for Billy, Ch. 10 Homework</b></p> <p><b>Assignment 3: Help for Billy, Ch. 11 Social and Emotional Issues</b></p> <p><b>Assignment 4: Optional Video: YouTube Student talks about ADHD</b></p> <p><b>Assignment 5: Participate in the Communities of Practice</b></p>   | 56 |

|   |  |    |
|---|--|----|
| 9 | <b>Assignment 1: Review: Watch author Heather Forbes discuss Help for Billy</b><br><b>Assignment 2: Strategies -Ch.11 Assessing and Teaching Mathematics</b><br><b>Assignment 3: Help for Billy, Ch. 12 Plan for Billy</b><br><b>Assignment 4: Every Child Needs a Champion</b><br><b>Assignment 5: The importance of a Teacher video</b><br><b>Quiz: Strategies Chapters 7-11</b> | 63 |
|---|--|----|

## Course Policies

### Course Approach

This course is utilizing a Flex model, meaning the only due dates you have are 1) your course completion Schedule, which is due by 11:59pm on the Sunday of your first week in this class; and 2) all other assignments must be submitted by 11:59 pm on the last day of class (six months after your initial start date). The Flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want, meaning you can complete the course in as little as six weeks, or up to six months.

### 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.

### Instructor and Student Communication

Questions for this course can be emailed to the instructor at [mary.smith@chaminade.edu](mailto:mary.smith@chaminade.edu). Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours.

### 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](mailto:ada@chaminade.edu)).

### 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 [2020-2021 Academic Catalog](#). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. 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.

### **Academic Conduct Policy**

From the 2022-2023 Undergraduate Academic Catalog

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.

**The use of artificial intelligence (AI) or other automated 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 and there is no way to prove ownership. 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.**

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

## Credit Hour Policy

### Credit Hour Policy Calculation

#### *How This Course Meets the Credit Hour Policy*

| <b>Activity group</b>  | <b>Hours of engagement</b>    |
|--|-------------------------------|
| Seat Time  | Flex Course/ 0 hours in class |
| Assignments  | 107 hours                     |
| Quizzes  | 3 hours                       |
| Reading/Studying (Course text/ Help for Billy  | 30 hours                      |
| Total  | 140hours                      |
| **There is a final project involved that is a culminating project and included in the assignment hours. No final exam. |                               |

This is a three-credit hour 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 0 hours in class, 30 hours completing weekly reading, 3 hours completing quizzes, 87 hours completing weekly mastery assignments, and 20 hours completing the Signature Assignment, which is a replacement for the final exam.