

Chaminade University

School of Education and Behavioral Science

ED 326, Exceptional Children

Online Asynchronous | Credits: 3 | Section: [#] | Term: Fall Flex 2026

Instructor Information

Instructor	Denise Dugan
Brief Intro	[Not provided in prior syllabus]
Email	denise.dugan@chaminade.edu
Phone	808-735-4833
Office Location	[Not provided in prior syllabus]
Virtual Office	By appointment via email to set up via Zoom
Virtual Office Hours	By appointment via email to set up via Zoom

Communication

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.

School & Department

School	School of Education and Behavioral Science
Location	[Not provided in prior syllabus] — Can be found on each Academic Schools' website
Phone	(808) 735-4833
Questions?	Contact your instructor or the School of Education and Behavioral Science

Course Description & Materials

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.

Co-requisites/Pre-Requisites: ED 220, ED 221

Course Snapshot

Modality	Online Asynchronous
Time Commitment	Each credit hour earned at Chaminade University should result in 45 hours of engagement (per the CUH Credit Hour Policy). This is a 3-credit course; specific weekly time-allocation breakdown was not provided in the prior syllabus.

Required Materials	Daniel P. Hallahan, James M. Kauffman, Paige Pullen. <i>Exceptional Learners: An Introduction to Special Education</i> , 14th ed. (2019). Pearson. ISBN: 9780-1335-7072-4 Carol Ann Tomlinson. <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i> , 2nd ed. (1995). Association for Supervision and Curriculum Development (ASCD). ISBN: 9780-8712-0512-4
Recommended Items	[Not provided in prior syllabus]
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Course website: https://chaminade.instructure.com/courses/37512

Learning Outcomes

Program Learning Outcomes (PLOs)

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 (CLOs)

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).

[CLO 4 not provided in prior syllabus]

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.

[Course-specific paragraph connecting ED 326 to these values not provided in prior syllabus]

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.

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
Marianist Values	4	2	5	
PLOs	4	1, 4	2, 3	
Native Hawaiian Values				
Gen Ed Outcomes (if applicable)				

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-paper s; 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	

Weekly Schedule

This course runs 13 weeks and is fully asynchronous — students may work ahead, but the sequence below tracks the course topics, readings, and assignment due dates against the weekly structure. Specific week-by-week topics and due dates were not itemized in the prior syllabus; the schedule below is organized from the course's stated learning outcomes, catalog description, and assignment list, and should be reviewed/adjusted by the instructor before publishing.

Week	Topic/Focus	Readings	Assignments Due
1	Course orientation; laws that guide and protect the educational rights of	Exceptional Learners, Ch. 1–2	Milestone 1: Icebreaker (due 7 days after course begins); Chapter Assignment

	exceptional children (IDEA 2004, Section 504, FAPE, LRE)		
2	Special education eligibility categories and related services, overview	Exceptional Learners, Ch. 2–3	Chapter Assignment
3	Intellectual disabilities and developmental delay	Exceptional Learners, relevant chapter	Chapter Assignment; video reflection
4	Specific learning disabilities and attention deficit disorder	Exceptional Learners, relevant chapter	Chapter Assignment
5	Emotional and behavioral disorders	Exceptional Learners, relevant chapter	Chapter Assignment; video reflection
6	Autism spectrum disorder	Exceptional Learners, relevant chapter	Chapter Assignment
7	Speech and language impairments; deaf and hard of hearing, deafblindness	Exceptional Learners, relevant chapter	Milestone 2: Perspective Paper (due at course halfway point); Chapter Assignment
8	Visual impairments; other health impairment, orthopedic impairment, multiple disabilities, traumatic brain injury	Exceptional Learners, relevant chapter	Chapter Assignment; video reflection
9	Gifted, creative, and talented students	Exceptional Learners, relevant chapter	Chapter Assignment
10	English Language Learners, multilingual learners, and cultural diversity	Exceptional Learners, relevant chapter	Chapter Assignment
11	Differentiation and Universal Design for Learning (UDL) principles	How to Differentiate Instruction in Mixed-Ability Classrooms, Ch. 1–3	Chapter Assignment; begin Lesson Plan
12	Applying differentiation/UDL to lesson design; Hawaiian cultural site research	How to Differentiate Instruction in Mixed-Ability Classrooms, remaining chapters	Lesson Plan due; Hawaiian Project work
13	Course wrap-up and synthesis	—	Hawaiian Project due; final Chapter Assignment

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor in each course Module. Logging in without completing activities does not count as participation.

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.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.

- Log in regularly to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.

Email inquiries: response within 24–48 business hours (see Communication policy above)

Weekly graded work (discussions, assignments): within 48 hours of submission

Major assessments/projects: within 48 hours of submission, based on complexity of the assignment

- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	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.
Extra Credit	[Not provided in prior syllabus]
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

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.

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.

Attendance Policy

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. Students 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.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu). Grades in this course are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination, and are interpreted as follows:

Grade	Points	Interpretation
A	100–90	Outstanding scholarship and an unusual degree of intellectual initiative
B	89–80	Superior work done in a consistent and intellectual manner
C	79–70	Average grade indicating a competent grasp of subject matter
D	69 & below	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

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, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and may include an “F” grade for the work in question, an “F” grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both.

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.

Student with Disabilities Statement

Kōkua 'Ike Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>. Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety / SafeSwords	For students, faculty and staff who may feel uncomfortable or unsafe walking alone on campus, at any time of day. Call security for an escort.	SafeSwords Webpage