



School of Education and Behavioral Sciences

ED 405 - Special Education Math Methods (Flex)

Credits: 3 Location: Online (Canvas) Term: Fall 2026

- **Milestone I: Due August 31, 2026**
(Students will be dropped from the course if this deadline is missed.)
- **Milestone II: Due Oct 18, 2026**
(A 5-point deduction will be applied if this deadline is missed.)
- **Course Conclusion: December 11, 2026**
(Any incomplete assignments after this date will receive a zero.)

Instructor: Dr Denise Dugan

Email: denise.dugan@chaminade.edu

Office Location: Brogan 114

Office Hours: Virtual Office Hours Tue/Thurs 9-10

Communication

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends and holidays may take longer).

Catalog Course Description

ED 405 Special Education Math

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

Time Allocation

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 is 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.

Credit hour calculation

Activity group	Hours of Engagement
Online Assignments	55 Hours
Readings and Videos	45 Hours
Autobiography Sharing	5 Hours
Problem Solving Activities	5 Hours
Educational Philosophy	5 Hours
Lesson Plans/Individual Research	20 Hours
Total	135 hours

Required Materials

Elementary and Middle School Mathematics

Teaching Developmentally

11th Edition

John A. Van de Walle, Karen S. Karp, Jennifer M. Bay Williams

LCCN: 2017037185 ISBN 9780134802084

Pearson

Canvas (<https://chaminade.instructure.com>)

All course assignments and activities will be managed through Canvas. All assignments have assessment rubrics to support your understanding of the expectations.

Program Learning Outcomes (PLOs)

Successful teacher candidates in Chaminade initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

PLO1	Content Knowledge (<i>Knowledge of subject matter</i>)
PLO2	Developmentally Appropriate Practice (<i>Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning</i>)
PLO3	Pedagogical Content Knowledge (<i>Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner</i>)
PLO4	Educational Technology (<i>Knowledge of and application of appropriate technology for student learning</i>)
PLO5	Assessment for Learning (<i>Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning</i>)
PLO6	Diversity (<i>Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments</i>)
PLO7	Focus on Student Learning (<i>Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology</i>)

PLO8	Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues)
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Course Learning Outcomes (CLOs)

At the end of this course, the students will:

CLO 1	Demonstrate competency in mathematical content knowledge and evidence-based strategies in teaching exceptional learners.
CLO 2	Analyze student work to diagnose errors, misperceptions and plan activities acquire mathematical concepts and/of skills that address these misperceptions.
CLO 3	Research and write a report on instructional and assistive technologies that would benefit students in gaining mathematical concepts and skills.
CLO 4	Create problem solving lesson plans using children's literature to help exceptional students understand and learn mathematical concepts.
CLO 5	Adapt traditional lesson plans and make them appropriate for diverse learners.

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	x	x	x					

CLO 2					x			
CLO 3	x			x			x	
CLO 4			x			X		
CLO 5			x			X		

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.

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

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 the profession, of professional competence, to our students, to the school, and the use of technology are integral to all aspects of this course.

Milestones

The two Milestone Assignments are designed to ensure you are well-prepared and set up for success in this course.

- **Milestone I:**

This first assignment is due on the **7th day of class**.

If you do not submit this assignment by the 7th day, you will be marked as **Not Attending**, and **Chaminade Records will automatically drop you from the course**. *To reiterate: Failure to submit Milestone I by the deadline will result in being dropped from the course.*

- **Milestone II:**

Milestone II is a **Lesson Plan** located in **Module 7**. It is due in **Week 9** of the course. If you miss the deadline, a **3-point deduction** will be applied, equivalent to a **3% reduction** of your final course grade.

AI Policy

Students are not permitted to use artificial intelligence (AI) tools (such as ChatGPT, Grammarly, Quillbot, or similar programs) to generate, revise, or edit any part of their written assignments for this course.

All writing must be original work produced entirely by the student without assistance from AI technology. I am looking for original ideas expressed in your own voice — not polished by outside tools or rewritten by artificial intelligence. Your authentic thinking, style, and growth as a writer are what matter most in this course.

Submissions that are found to have been generated or revised using AI will be subject to academic integrity review and may result in a failing grade for the assignment or further disciplinary action, according to university policy.

Attendance

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

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor. A tentative schedule of activities is provided in the table below.

Tentative Schedule of Activities

Module 1

Module 1: What it Means to Teach and Do Mathematics Developmentally: Overview and To Do List (1:30)

Icebreaker Assignment – 1 (1:30)

Presentation: “Highlighting Mistakes: A Grading Strategy” VIDEO (2:00) Module 1 What It

Means to Know and Do Mathematics: Wrap-up and Looking Ahead (0:30)

Module 2

Module 2: Assessment Practices in Math and How to Provide Opportunities to Create a Culture of Equity: Overview and To Do List (0:30)

Read Chapters 1, 2, 3, and 4 (4:00)

Quiz: Chapters 1-4 (2:30)

Reflection on Classroom Practices – 1 (1:00) Module 2: Wrap Up and Looking Ahead (0:30)

Module 3

Module 3: Overview and To Do List (0:30)

Read Chapters 5 and 6 (3:00)

Quiz: Chapters 5 and 6 (1:00)

Assignment: Rethinking the Classroom In Our IA Era: Math (1:30)

Module 3: Wrap-up and Looking Ahead (0:30)

Module 4

Module 4: Overview and To Do List (0:30)

Assignment: Problem Solving Strategies and Practice (4:00)

Assignment: Using Literature to do Math (3:00) Module 4:

Wrap-up and Looking Ahead (0:30)

Module 5

Module 5: Overview and To Do List (0:30)

Read Chapters 7 and 8 (4:00)

Presentation: How Every Child Can Thrive at Five (1:00)

Module 6

Read: Chapter 9 (3:00)

Quiz: Chapters 7, 8, 9 (1:00)

Presentation: How to Write an IEP (1:00)

Assignment: Preschool Special Needs Planning (3:00)

Module 7

Module 7: Overview and To Do List (0:30)

Read: Chapters 10 and 11 (4:00)

Presentation: Place Value Lesson (1:00)

Module 7: Wrap-up and Looking Ahead

Module 8

Read: Chapters 112 and 13 (3:00)

Presentation: Linear Function Patterns Math/Algebra Lesson (3:00)

Assignment: Reflection (2:00)

Assignment: Rethinking the Classroom in Our IA Era: Math (1:30)

Module 8: Wrap-up and Looking Ahead (0:30)

Module 9

Module 9: Overview and To Do List (0:30)

Read Chapters 14 and 15 (3:00)

Assignment: Write a Lesson Plan on Adding and Subtracting Fractions with Uncommon Denominators (2:00)

Assignment: Assessment of Student Work (2:00)

Module 9: Wrap-up and Looking Ahead (0:30)

Module 10

Read: Chapters 16 and 17 (4:00)

Presentation: Proportional Reasoning (0:30)

Assignment: Proportional Reasoning Activity Planning (2:00)

Assignment: Learn With Math Games/Decimals (1:00)

Module 11

Read: Chapter 8 (3:00)

Presentation: Teaching Measurement (1:00)

Assignment: Planning for Measurement Activities (2:00)

Module 12

Module 12: Overview and To Do List (0:30)

Read: Chapter 19 (2:00)

Presentation: introduction to Geometry (1:00)

Assignment: Geometry Vocabulary (2:00)

Assignment: Geometry in Real Life (2:00)

Module 12: Wrap-up and Looking Ahead (0:30)

Module 13

Read: Chapter 20 (4:00)

Assignment: Statistics Lesson Plan (2:00)

Module 13: Wrap-up and Looking Ahead

Module 14

Module 14: Overview and To Do List (0:30)

Read: Chapter 21 (3:00)

Presentation: Probability (1:00)

Assignment: Teaching Probability (2:00)
Chapter 15

Read: Chapter 22 (2:00)

Assignment: Irrational and Rational Number Sort (2:00)

Assignment: Calculating Scientific Notation (2:00)

Remember: Please Fill Out Your Course Evaluation Survey (0:30)

Grades of Incomplete

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of “incomplete”. This will provide the student with up to 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of “incomplete” must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

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, and plagiarism, in addition to more obvious dishonesty.

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

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

TITLE IX AND NONDISCRIMINATION STATEMENT:

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.

Nondiscrimination Policy & 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 and contact information may be found [HERE](#). *On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).*

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.

The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on

campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.