



School of Education and Behavioral Sciences
Education | Curriculum and Instruction Leadership

EDUC 674: Differentiation for Diverse Learners

Online Asynchronous | Credits: 3 | Section: 674 | Term: Fall 2026 Accelerated (October 5 – December 14, 2026)

Instructor Information

Instructor	Denise Dugan, PhD
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Office Location	Brogan 114
Office Hours	Tuesday 11:30 am–12:30 pm; Friday 9:30–10:30 am
Virtual Office	https://us06web.zoom.us/j/9661519756
Virtual Office Hours	Tuesday 11:30 am–12:30 pm; Thursday 3:45–4:45 pm; Friday 9:30–10:30 am

Communication

Email is the best way to reach me with questions about assignments or policies: denise.dugan@chaminade.edu. Expect a reply within 48 hours, Monday–Friday (weekends and holidays may take longer). Course-wide updates are posted as Canvas Announcements. For phone or video conferences, use the office hours above or email to schedule another time.

School & Department

School	School of Education and Behavioral Sciences
Location	Brogan Hall 110
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog Description

Focuses on instructional strategies that respond to the strengths and needs of diverse learners, including multilingual, neurodiverse, and gifted students. Candidates use the Universal Design for Learning framework to cultivate inclusive learning experiences that address readiness, interests, and learning profiles while maintaining high expectations for all students.

Co-requisites/Pre-requisites: Admission to the Curriculum and Instruction Leadership program or consent of instructor.

Course overview: Every assignment in this course builds toward one differentiated unit for a real class (yours, de-identified) or the fictional Course Class Profile: a Grade 5 class in 'Ewa Beach with eight focus students, including multilingual learners who speak Chuukese, Marshallese, and Ilokano, neurodiverse learners, and gifted and twice-exceptional learners. Along the way you will put AI tools to the test as a differentiation assistant: generating leveled texts, sentence frames, tiered tasks, and UDL options, then judging whether they are accurate, rigorous, culturally responsive, and safe for students. Every assignment is labeled with an **AI Level** (see the EDUC 674 AI Use Policy).

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend approximately 40 hours on readings, videos, and online modules (about 4 hours per week); 15 hours on five discussions (3 hours each, including peer replies); 42 hours on seven application tasks (6 hours each, including time to critique and revise AI output on Level 2 tasks); and 38 hours on the final project (8 hours on the unit plan draft, 20 hours on the final differentiated unit plan, and 10 hours on the Teacher Leadership Brief).
Required Materials	All required readings are free and linked in Canvas or available through the CUH library: • CAST (2024). <i>UDL Guidelines 3.0</i>. udlguidelines.cast.org • IRIS Center modules: <i>Differentiated Instruction</i> and <i>Universal Design for Learning</i> (iris.peabody.vanderbilt.edu) • WIDA English Language Development Standards Framework, 2020 Edition • Hawai'i Board of Education Policies 105-14 (Multilingualism for Equitable Education) and E-3 (Nā Hopena A'o) • Colorín Colorado: <i>12 Ways Classroom Teachers Can Support ELLs</i> and the ELL Classroom Strategy Library • CEC & CEEDAR Center: <i>High-Leverage Practices in Special Education</i> • NAGC position paper: <i>Identifying and Serving Gifted Children Who Are Twice-Exceptional</i> • TeachAI: <i>AI Guidance for Schools Toolkit</i> • Selected articles (Black & Wiliam, 1998; Paris, 2012; Teacher Leader Model Standards) Access to a generative AI tool for AI Level 1 and 2 assignments (a free tool is sufficient; contact the instructor if you do not have access).
Recommended Items	Tomlinson, C. A. (2017). <i>How to differentiate instruction in academically diverse classrooms</i> (3rd ed.). ASCD.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). Each week is a module with an overview, readings, videos, the discussion and/or application task, and a wrap-up. The Course Class Profile is in the Start Here module. Announcements, submissions, rubrics, feedback, and grades are all in Canvas. Canvas Support Hotline: +1-833-209-6111. Chaminade IT Helpdesk: helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of Curriculum and Instruction Leadership, the student will be able to:

1. Evaluate, design, and implement effective curricula and instructional strategies grounded in research and reflective practice.
2. Analyze and interpret educational data to guide equitable and evidence-based decision-making.
3. Lead and advocate for diverse learners through inclusive, differentiated, and equitable practices.
4. Collaborate and innovate to build professional capacity and achieve meaningful instructional impact.
5. Integrate culturally sustaining and place-based pedagogies that embody the Marianist values of community, service, and education for the whole person.

Course Learning Outcomes (CLOs)

Upon completion of EDUC 674, the student will be able to:

1. Design differentiated instructional plans that support academic growth for diverse learners. (PLO 1)
2. Apply strategies to meet the needs of multilingual and neurodiverse students. (PLO 3)
3. Evaluate classroom practices for inclusivity and equity. (PLO 4)
4. Reflect on the role of teacher leadership in promoting culturally responsive differentiation. (PLO 5)

Across all CLOs, candidates also evaluate AI-generated instructional materials for accuracy, rigor, bias, cultural and linguistic responsiveness, and student privacy.

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.

This course pays particular attention to **educating for service, justice and peace**: differentiation is a matter of justice, ensuring that multilingual, neurodiverse, gifted, and twice-exceptional students all have access to rigorous, grade-level learning rather than lowered expectations. It also embodies **providing an integral, quality education** that attends to the whole learner, and **educating for adaptation and change**, as candidates learn to evaluate new tools such as AI with the dignity and needs of every student in mind.

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 (‘Āina):** ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Ōlelo No’eau 203) — All knowledge is not taught in the same school.

The last proverb is a fitting summary of differentiation itself: students learn in many ways, and no single path serves everyone.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	2	2, 4	4	3, 4, 5
PLOs	1	3	4	5
Native Hawaiian Values	2	2, 4	4	3, 4, 5

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

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

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 (by Thursday) and engage thoughtfully with peers within the required window (by Sunday).
- 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.
- Follow the AI Level for each activity and protect student privacy in all work.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and module overviews clarifying objectives, key concepts, assignment expectations, and the AI Level for each activity.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response within 48 hours, Monday–Friday (see Communication above)
 - Weekly graded work (discussions, application tasks): within 5 school days of the due date
 - Major assessments (Unit Plan Draft, Final Unit Plan, Teacher Leadership Brief): within 5 school days for the draft, so feedback can shape the final; final project feedback by the grade deadline
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities & Grading

Discussions	Five discussions (4 points each). Post an initial response of 250–350 words by Saturday and reply substantively to at least two colleagues by Sunday of the module week. Strong posts are specific, grounded in the readings and practice, and move the conversation forward. You must cite sources in your responses.
Application Tasks	Seven application tasks (6 points each) apply course concepts to your class or the Course Class Profile. Four are AI Level 2 “test drives” in which you put an AI tool to work on a differentiation job and then judge its output.
Quizzes / Exams	None.
Team Projects	None. Collaboration happens through discussions, peer feedback on the unit draft, and the Teacher Leadership Brief.
Final Project	A differentiated unit (one to two weeks, three to five lessons) for diverse learners, submitted as a draft in Week 8 (6 points) and a final plan in Week 10 (22 points), plus a Teacher Leadership Brief (10 points): a short professional learning session that helps colleagues adopt one differentiation practice, with a leadership reflection.

Component	AI Level	Points
Discussions 1–5 (4 points each)	D1, D3, D4: 0 D2: 1 D5: 2	20
T1: Class Snapshot & Learner Interview Plan	0	6
T2: UDL Makeover: Barrier Hunt vs. AI	2	6
T3: Data Detectives: Pre-Assessment & Flexible Groups	2	6
T4: Language-Rich Lesson & Home-Language Check	2	6
T5: Strengths-Based Support Plan (One-Page Profiles)	1	6
T6: Tiered Task Challenge & 2e Support	2	6
T7: Classroom Equity Walk & Audit	0	6
Final Project Part 1: Unit Plan Draft	1	6
Final Project Part 2: Differentiated Unit Plan	1 (labeled Level 2 materials from T2–T6 may be reused)	22
Final Project Part 3: Teacher Leadership Brief	1 (reflection: 0)	10
Total		100

Grade	Points	Description
A	90–100	Outstanding scholarship and an unusual degree of intellectual initiative

Grade	Points	Description
B	80–89	Superior work done in a consistent and intellectual manner
C	70–79	Average grade indicating a competent grasp of subject matter
D	60–69	Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
F	0–59	Failed to grasp the minimum subject matter; no credit given

Alignment of Assessments and CLOs

Assessment	CLO 1	CLO 2	CLO 3	CLO 4
Discussions 1–5	X	X	X	X
T1 Class Snapshot; T3 Data Detectives	X	X	X	
T2 UDL Makeover; T6 Tiered Task & 2e	X	X	X	
T4 Language-Rich Lesson; T5 Support Plan	X	X		
T7 Equity Walk & Audit			X	X
Final Unit Plan (draft and final)	X	X	X	
Teacher Leadership Brief			X	X

Course Policies

Late Work	Assignments are due at 11:59 pm HST on the dates in the Weekly Course Schedule. Late work will be accepted at the instructor's discretion when arrangements are made before the due date, for a maximum of 50% credit. No work will be accepted more than 2 weeks late or after the last day of the course. Discussions: Initial posts are due Saturday so colleagues can respond. Late discussion posts receive at most 50% credit; posts more than one week late receive no credit.
Attendance & Participation	Participation is measured by completing weekly activities (see Participation & RSI above). Notify the instructor by email if illness or other circumstances prevent you from participating. Unexcused non-participation equivalent to more than a week may lead to a grade reduction; two consecutive weeks or more may result in being withdrawn from the course. Federal regulations require continued participation for continued financial aid.
Extra Credit	No extra credit is available in this course.
Incomplete Grade	A student in good standing may petition the instructor for an "I" grade, appropriate only when extraordinary conditions beyond the student's control prevent completion of course requirements. The request, with a valid reason, must be made no later than one week before the end of the course. The "I" is submitted with an alternative grade (IB, IC, ID, IF) that is assigned automatically after 30 days; if only an "I" is submitted, the default grade is F. Work must be completed, evaluated, and reported within 30 days after the end of the term.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

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.

EDUC 674 AI Use Policy

Education Program AI Guidelines

With the rise of AI in such a short time, nations to universities have had to address its responsible and ethical use. In January 2026, South Korea became the first nation to enact a comprehensive law governing the safe use of AI and a regulatory framework. With regards to this program, nothing has changed regarding academic honesty/plagiarism despite the emergence of AI tools.

Unless specifically permitted, AI tools may not be used to generate content. Using AI to write, rewrite, or mask authorship is considered academic dishonesty. Utilizing AI to generate coursework does not make you a better student as it cheats you out of learning, erodes your voice as a leader, and undermines your ability to think critically and creatively. Higher education exists to cultivate those capacities. We all lose if new knowledge is never created and only recycled.

The instructors in the program have been teaching for years in higher education and the experience of reading thousands of papers. One develops an intuition from experience when reviewing and assessing assignment submissions. In addition to intuition, the program uses industry-grade AI detection tools as one source of information. Consistent with University policy, detection results are never the sole basis for a grading or academic integrity determination.

For the majority of you having the integrity to do your own work and value learning, Mahalo! To the few unwilling or unable to meet the expectations of graduate-level studies, this may not be the right program for you. **If you are affiliated with HICISL, both programs are aligned with regards to AI. Repeated concerns regarding improper AI usage may be referred over to PDERI.**

What is not acceptable is the misuse of AI or entitlement to generate work that is not your own. When used responsibly and ethically, such as for searching information or brainstorming ideas, any residual AI footprint should and would be minimal. Students are responsible for making sure their submitted work reflects their own understanding and engagement with the course material.

Regarding applications such as Grammarly or Copilot, make sure to turn off the AI function under Settings. When these applications are AI-powered, writing can be substantially restructured and rewritten, which will leave a large AI footprint. Use programs such as Grammarly strictly as a grammar and spelling checker; the Google Docs spelling and grammar checker under Tools is quite effective.

- **Google Doc Workflow.** All courses in the program use Google Docs, as a single shared Google Doc or a separate Google Doc for each assignment. This supports transparency in drafting, revision, and feedback, and is free and accessible. In this course, submit each assignment as a shared Google Doc link with commenting access; keep version history intact.
- **Program Writing Rubric** (see Canvas). Written work is evaluated on alignment with assignment purpose & learning outcomes, depth of analysis & critical thinking, and originality, organization, coherence & clarity of voice.
- **Performance Assessment.** If a written assignment does not show whether the learning objectives have been met, faculty may ask the student to complete a performance assessment, which may include a discussion of the submitted work. This is one form of the additional evidence described in the University AI Statement above.
- **Academic Integrity Committee (AIC).** Concerns that need further attention may be referred to the Academic Integrity Committee for review.

AI Use Levels in EDUC 674

This course gives **explicit instructor approval** for AI on specific assignments, at the level labeled on each one. If no level is listed, treat the activity as Level 0. In this course, AI is something you **test and evaluate** as a differentiation tool; it never replaces your knowledge of your learners.

	Level 0 — No AI	Level 1 — AI Assisted	Level 2 — AI Integrated
Purpose	Build your own professional judgment and voice	Use AI as a thinking partner or critical friend	Put AI to work on a differentiation job, then judge and improve its output
AI may be used to...	Nothing. AI features in writing tools must be off.	Brainstorm, ask clarifying questions, get feedback on a draft you wrote	Generate materials or options as the directions specify
AI text in submission?	No	No — all submitted text is yours	Only where directed, clearly labeled, followed by your evaluation and revision
You submit	Your work	Your work + AI Disclosure Statement	Your work + labeled AI output + AI Evaluation Log
Assignments	D1, D3, D4; T1, T7; Leadership reflection	D2; T5; Unit Draft; Final Unit; Leadership Brief	D5; T2, T3, T4, T6

- **AI Disclosure Statement (Levels 1–2):** *"I used [tool] on [date(s)] to [purpose]. My prompts were: [list]. I [accepted/modified/rejected] its suggestions as follows: [explanation]. All final writing and decisions are my own."*
- **AI Evaluation Log (Level 2):** prompt; what the AI produced; your rating on the [six-point Differentiation AI Check \(accuracy, rigor, UDL vs. accommodation, bias and assumptions, language and culture, privacy and feasibility\)](#); what you kept, changed, or rejected and why. Template in the Assignment Guide and Canvas.
- **Protect student privacy:** never enter student names, IDs, IEP/504 details, assessment results, photos, or other identifiable information into an AI tool. Use the Course Class Profile or anonymized composite descriptions (FERPA; HIOE and school policies).
- **Languages and cultures:** AI tools are often inaccurate in Pacific languages such as Chuukese and Marshallese and may misrepresent Hawaiian and Pacific cultures. Any home-language material must be verified by a fluent speaker or reliable community resource before it is used with students, or clearly marked unverified.

- **Accommodations:** AI-based assistive technology approved through Kōkua 'Ike (e.g., text-to-speech, speech-to-text) is permitted on all assignments.

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; contact information and On-campus Confidential Resources may be found at chaminade.edu/compliance/contact-information/.

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 at chaminade.edu/compliance/title-ix-nondiscrimination-policy/.

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>.

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

Resource	Description	Contact / Website
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include 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	Career Services supports students throughout their career journeys. Services include 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	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 and escort you to your residence hall, car, etc.	SafeSwords webpage (chaminade.edu)
Canvas & IT Support	Canvas Support Hotline and Chaminade IT Helpdesk for technical issues.	+1-833-209-6111 helpdesk@chaminade.edu (808) 735-4855

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements. All times are 11:59 pm HST. Discussion initial posts are due Thursday; replies and application tasks are due Sunday. AI Level in brackets: [0] No AI, [1] AI Assisted, [2] AI Integrated.

Wk of	Theme	Info / Activities	Due Dates
10/5	1. Foundations: Knowing Our Learners	IRIS: Differentiated Instruction. Meet the Course Class Profile; learning profile vs. "learning styles"	D1 [0] – Thu 10/8 / Sun 10/11 T1: Class Snapshot & Learner Interview Plan [0] – Sun 10/11
10/12	2. Universal Design for Learning	CAST UDL Guidelines 3.0; IRIS: UDL	D2 [1] – Thu 10/15 / Sun 10/18 T2: UDL Makeover [2] – Sun 10/18
10/19	3. Assessment That Drives Differentiation	KUD goals; pre-assessment; flexible grouping (Black & Wiliam, 1998)	T3: Data Detectives [2] – Sun 10/25
10/26	4. Multilingual Learners	WIDA 2020; BOE Policy 105-14; Colorín Colorado	D3 [0] – Thu 10/29 / Sun 11/1 T4: Language-Rich Lesson & Home-Language Check [2] – Sun 11/1
11/2	5. Neurodiverse Learners	Neurodiversity-affirming classrooms; High-Leverage Practices; accommodations vs. modifications	T5: Strengths-Based Support Plan [1] – Sun 11/8
11/9	6. Gifted and Twice-Exceptional Learners	NAGC 2e position paper; depth and complexity; equity in identification. Veterans Day (Wed 11/11)	T6: Tiered Task Challenge & 2e Support [2] – Sun 11/15
11/16	7. Culturally Responsive and Place-Based Differentiation	Nā Hopena A'o (HĀ); Paris (2012). Final project introduced	D4 [0] – Thu 11/19 / Sun 11/22
11/23	8. Strategies, Technology, and AI	Choice boards, menus, stations, contracts; TeachAI Toolkit. Thanksgiving (Thu 11/26)	D5: AI Test Drive [2] – Wed 11/25 / Sun 11/29 Final Project Part 1: Unit Plan Draft [1] – Sun 11/29
11/30	9. Evaluating Classrooms for Inclusivity and Equity	Equity audit; Teacher Leader Model Standards; HLPs	T7: Classroom Equity Walk & Audit [0] – Sun 12/6
12/7	10. Final Project	Complete unit; teacher leadership	Final Project Parts 2 & 3 [1] – Sun 12/13