



School of Education and Behavioral Sciences
Education

EDUC 633 Diverse Learners

Online Asynchronous | Credits: 3 | Section: EDUC 633-90-3 | Term: Accelerated Fall 2026

Instructor Information

Instructor	Denise Dugan Welcome to EDUC 633 Diverse Learners. I am excited to work with you this semester! In this course, you will examine theories of race, culture, and socio-economic status and their implications for teaching. You will also gain knowledge of factors that can impact the learning of individuals through their gender, exceptionalities and culture, with an emphasis on Hawaiian students' learning. Some projects you can anticipate are case studies, a Wahi Pana project, creating lesson plans, and a synthesis of IDEA. The aim of this course is to help you create a classroom that is truly inclusive and I look forward to working with you and also learning from your own experiences with diversity!
Email	denise.dugan@chaminade.edu
Phone	808.735.4833
Office Location	Brogan 114
Virtual Office	Virtual Office Hours Link
Office Hours	T/TH 11-12
Virtual Office Hours	Tues/ Thurs 11-12 and Thursday 5-6

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 hours during the week and could be extended during the weekends.

School & Department

School	College of Education and Human Development
Location	Brogan 110
Phone	(808) 739-4652
Questions?	Contact your instructor or the College of Education and Human Development

Course Description & Materials

Catalog Description

Students will examine theories of race, culture, and socio-economic status and their implications for teaching. Culturally responsive teaching methods, with emphasis on Hawaiian students and diverse groups living in Hawai'i will be researched. Students will learn about the characteristics of Exceptional Learners and classroom strategies to address their unique learning needs in the classroom.

Co-requisites/Pre-Requisites: Should be proficient in Google software, Microsoft Office, and Canvas.

Course Snapshot

Modality	Online Asynchronous
Time Commitment	This is a three-credit hour course requiring a minimum of 135 hours of engagement. The course identifies 100.5 hours of assignments and 38 hours of reading (course text), for a total of 138.5 hours of engagement.

Required Materials	Will be provided in the Canvas Modules No textbook Needed
Recommended Items	IRIS Vanderbilt University - https://iris.peabody.vanderbilt.edu/module/ell/#content PLACES: Place-Based Learning and Community Engagement - http://www.placeshawaii.org/ Universal Design for Learning - http://www.cast.org/our-work/about-udl.html#.WTgadMm1uRs , http://www.udlcenter.org/ Other website resources are used, see Canvas modules.
Canvas	This course is delivered through Canvas (chaminade.instructure.com). EDUC 633 Diverse Learners Canvas Course

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the M.A. in Teaching, students on Elementary, Secondary, Special Education program will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary, Secondary, Special Education students.
2. Evaluate 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)

Upon completion of EDUC 633, the student will be able to:

1. Demonstrate knowledge of theories of race, culture, socioeconomic status and issues of gender identity, disability as they connect to teaching.
2. Describe Hawaiian epistemological, cultural, and linguistic factors that can impact Hawaiian students' learning in the classroom.
3. Create a classroom environment with learning experiences that are respectful, inclusive and addresses the unique learning needs of diverse and exceptional learners.

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.

The mission of the Education Division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianists' values, current research, and best practices. The course Diverse Learners incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an integral, quality education based in methods incorporating best practices in the teaching of K-12 students. To educate for service, social justice, peace is another Marianist characteristic that informs this course. Teacher candidates will learn how to differentiate instruction in order to address the learning needs of diverse and exceptional students in the classroom. Social justice is achieved in the classroom by a teacher who can effectively address the various learning needs of diverse and exceptional students.

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

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.

- 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 within the required window.
- 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 hours during the week (see Communication policy above).
- Monitoring & Outreach: Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments will receive a lower grade.
Extra Credit	No extra credit is available in this course
Incomplete Grade	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 90 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.
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). EDUC 633 grading: 200-188= A, 187-175= B, 174-163= C, Below this 'F'. Late postings may result in a loss of points. Graduate students need to receive a 'B' grade or better.

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.

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 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.

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 Accessibility Services Sign up
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.	https://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	chaminade.edu

Resource	Description	Contact / Website
	and confirm the text to complete enrollment.	
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

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Info / Activities	AI Policy
Week 1	Diversity in the United States	Personal Positionality Narrative	✗ NO AI USE
Week 2	Multicultural Education	AI Assisted Policy Analysis: Annotated Brief	✦ AI PERMITTED
Week 3	English Language Learners/ Gender Issues	ELLs Assignment: IRIS website-based module Teaching English Language Learners: Effective Instructional Practices. Complete the activity and exercises and respond to the 5 final assessment questions. Community Funds of Knowledge Field Notes	✗ NO AI USE
Week 4	Culture-Based Education /Culturally Responsive Teaching	Wahi Pana Project or other culturally based project (option provided): explore an important cultural place in Hawaii; PowerPoint presentation, 6-10 slides. Hawaiian Concept Deep-Dive + AI Bias Audit	◊ AI GUIDED For Hawaiian Concept Deep Dive No AI use for Wahi Pana Project
Week 5	Hawaiian Culture/ Social Justice/ Student Poverty	Create a classroom project for your K-12 students based on your Wahi Pana. Try and be creative. Just a summary of it will be required. Language Ideology Interview & Reflection	✗ NO AI USE
Week 6	IDEA 2004, ADA, 504	IDEA 2004 PowerPoint or other IDEA assignment (option provided).	✦ AI PERMITTED for Lesson plan remix only. No AI use for IDEA power point

Wk of	Theme	Info / Activities	AI Policy
		Lesson Plan Remix: CRT Revision with AI Scaffold	
Week 7	Exceptional Learners- Chapters 5-9	IEP Case Study Analysis	✗ NO AI USE
Week 8	Exceptional Learners -Chapters 10-15	AI-Assisted Literature Review: Intersectionality	♦ AI PERMITTED
Week 9	Least Restrictive Environment (LRE)/Inclusive Strategies	Inclusive Learning Environment Blueprint	◊ AI GUIDED
Week 10	Differentiated Assignment- UDL Lesson Planning/Research Paper/Case Study	Final Assignment (Differentiated): UDL lesson plan, Encouraging Diversity paper, or approved research paper option. Capstone: Educator Advocacy Position Paper	✗ NO AI USE

Course Requirements

Assignments	Descriptions	Pts.	Due Dates
Weekly Readings, Discussions, Video Reflections	Each week you will have the opportunity to acquire 20 points by addressing a number of assignments. These may include responses to readings assignments, reflections on video clips, responses to peers. For threaded discussions, you are to reflect and respond to readings in a concise but thoughtful way (200-250 words or as directed in assignment prompt). These will be due on Saturday of the week specified and responses to two peers are required by the following Sunday.	120	Weekly
ELLs Assignment (Week 3)	Students will go to the IRIS website-based module Teaching English Language Learners: Effective Instructional Practices. Students will go through the activity and exercises prescribed and respond to the 5 final assessment questions. See- https://iris.peabody.vanderbilt.edu/module/ell/#content (If you took EDUC 660 Exceptional Children, there is an alternative assignment for you. See canvas)	20	
Wahi Pana Project or other culturally based project (Week 4)	This project has two parts. You will explore an important cultural place in Hawaii. You will do a powerpoint presentation and provide the place name, its meaning and significance in the Hawaiian culture. Research the tradition, past and current relevance of the Wahi Pana. (You may need to put a few more words on a screen than is typical for ppt. and/or you can use the 'notes' feature at the bottom of the ppt. slide for fuller explanation. 6-10 slides.) In week 5, you will be asked to create a classroom project for your K-12 students based on your Wahi Pana. Try and be creative. Just a summary of it will be required.	20	
IDEA 2004 Powerpoint Or other IDEA Assignment (Week 6)	You are to construct a PowerPoint on the main principles of the federal law governing Special Education, IDEA 2004. In order for all prompts to be addressed fully, you will need to research beyond our textbook for this assignment. Be sure to address each prompt: a concise but complete history and timeline; disability categories; definitions of FAPE and LRE;	20	

Assignments	Descriptions	Pts.	Due Dates
	makeup of the IEP team and role of the general education teacher; compare and contrast the discrepancy model and RTI tiered system model; and essential components/sections of an IEP. (*If you did this assignment in EDUC 660 Exceptional Children, contact the instructor, there is an alternative assignment in Canvas you can do)		
Final Assignment (Differentiated) (Week 10)	This assignment is differentiated; there are options depending upon the program the student is in: For Classroom Teachers- You will create a Universal Design for Learning (UDL) lesson plan. Guidelines for UDL can be found on cast.org website. A template is provided in canvas. (Three references required, 500-600 words) For Teacher-Leader Students- If you are a classroom teacher, you can do the assignment above or another option would be a paper that focuses on your particular school setting (present or future) i.e., department head, curriculum coordinator, etc. 'Encouraging Diversity' in your school setting would be the topic. For Students who have taken EDUC 660 Exceptional Children or have a topic you want to explore in-depth, you can do a Research Paper on a disability, at-risk students or an area of interest with approval from the instructor. (5-6 pages double-spaced, include 3 references).	20	

TOTAL 200

Writing Policy: APA is the standard for this course. Citations are expected in all writing, including the citation of AI when used in the approved activities.