



Chaminade University

O F H O N O L U L U

EDUC 660 Introduction to Special Education

Semester/Year Summer 2011 (July 5 . September 14, 2011)	Instructor: Cecily Chun, Ma Ed (Professor Chun)
Course# and Credits: EDUC 660 3 credits	Email – 1st preference: Cecily_Chun@hotmail.com
Class Title: Introduction to Special Education	Other email - 2nd preference: eCollege class email
Course Format: Online	Office Hours/When to Contact: Contact by email anytime
Class Time/Day: Online at your convenience	O&P/Service Requirement: n/a

Catalog Description:

ED 660 Introduction to Exceptional Children (3): Overview of categories of students served in special education including intellectual disabilities (mental retardation), specific learning disabilities, emotional and behaviorally disturbed, autism spectrum disorders, speech and language impaired, visually and hearing impaired, other health impairment, multiple disabilities, orthopedic impairment, deaf/ hearing impaired, blind/visually impaired, traumatic brain injury, and gifted/creative/ talented.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

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 (<i>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</i>).

Student Learning Outcomes:

Outcomes	How will outcome be achieved?
1. Students will become familiar with the different categories and characteristics of exceptional learners as identified by IDEA 2004. (HTSB 3)	1. This will be achieved by successful completion of weekly dropbox assignments, postings, and responses
2. Students will become aware of the specific learning needs and instructional strategies for exceptional students. 3. (HTSB 6)	2. Reading and independent research as evident by acceptable Signature Assignment research papers
4. Students will be able to write a differentiated lesson plan using research based instructional strategies to address the needs of children identified with special learning needs. (HTSB 1)	3. Completion of differentiated lesson plan

Key Teaching-Learning Strategies

- Discussion with peers (online)
- Reading and responding to chapters assignments
- Writing research papers and a differentiated lesson plan

Course Requirements

Assignment	Assignment Description
Assigned Chapter Questions	Dropbox Chapter Assignments: These will be assigned from your readings. Answers should be based on content from the texts and include a reflective statement/response to the question as to how this topic has impacted your thinking as a teacher/guide for children. This assignment is designed to help you integrate content from the readings.
Participation	Discussion question: Weekly discussion question in eCollege, you do a post and respond to another's original post. Full points will be awarded to those who participate on-line and with enthusiasm and demonstrate interest in discussions.

Assignment	Assignment Description
Movie Review	Obtain/rent/borrow a copy of Autism the Musical. This isn't due till week 6 but give yourself ample time, late assignments will not be accepted. Our CTRAC resource center in the education building has a copy to borrow. Watch the video and write a review. This is a dropbox assignment.
Signature Assignment Paper #1	<p>Paper on the IDEA ó Individuals with Disabilities Education Act.</p> <ul style="list-style-type: none"> • History of IDEA • What is special education and related services? • Who is eligible? • Major provisions of IDEA • Referral, Assessment, Planning, Placement • NCLB and IDEA <p>Include other references besides the textbook. This is a LiveText assignment.</p>
Signature Assignment Paper #2	<p>Paper on a disability of your choice.</p> <ul style="list-style-type: none"> • Overview of all disability categories • What disability category interests you? • Why do you want to know more about this category? • Detailed information about this disability • What are your experiences with this category? • What teaching strategies work best with this disability? <p>Include other references besides the textbook. This is a LiveText assignment.</p>
Differentiated Lesson Plan	This is a dropbox assignment in eCollege. Use the template included. Scroll down to make sure you see the entire template. Tomlinson's book is a key reference in developing this differentiated lesson plan which differentiates content, process and product.

Assessment:

Your performance in this course will be assessed on the following:

1. **Responses:** Answers to the question related to the readings should be posted by the dates stated in the syllabus. Full points will be awarded to responses that are thorough and are written to graduate standards of writing.
2. **Papers:** Research papers are to be written in formal academic style. Full points will be awarded to papers that are turned in on time, typed, use correct APA format, use correct grammar, syntax and spelling, use at least 5 references, and either synthesize or analyze

information, rather than providing only a simple reporting of facts and a minimum of 7 pages.

3. **Attendance/Participation:** Full points will be awarded for those who participate with enthusiasm, flexibility and respect, in discussions posts and responding to another's post and activities.
4. **Late assignments and final grades:** I do not accept late assignments nor do I respond to emails regarding late assignments. I do not grant incompletes. Term grades are final, I do not respond to grade disputes.

Grading Scale:

A = 90-100 points

B = 80-89 points

Assignment	Total points	Comments
Introduction of yourself	1 point	
Chapter questions	6 points	1 point each for chapters 1-6
Chapter questions	18 points	2 points each for chapters 7-15
Movie review	10 points	
Discussion questions	16 points	1 point for your weekly post, 1 point for responding to another's original post
Differentiated Lesson Plan	13 points	
Signature assignment paper #1	18 points	
Signature assignment paper #2	18 points	

TOTAL: 100 points

Anything below 80 points is not a passing grade and the class will have to be re-taken.

All written course assignments must follow American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual).

Signature Assignment:

To document candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). All signature assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor. The signature assignments for this course are the development of:

- A Research Paper on a disability of your choice
- A Research Paper on IDEA ó Individuals with Disabilities Education Act
- Submission of Signature Assignment (Resource Manual) requires a **LiveText** account. Login to LiveText at www.livetext.com. Do this early in the quarter to make sure you have access.

Text:

Required text:

Hardman, Michael; Drew, Clifford; and Egan, M. Winston. *Human Exceptionality: School, Community, and Family*, 10th edition (I don't recommend older editions because the chapters are different). ISBN-13: 978-0-495-81058-2, ISBN-10:0-495-81058-4. Wadsworth, Cengage Learning 2011.

Carol Ann Tomlinson. *How to Differentiate Instruction in Mixed-Ability Classrooms*, 2nd edition. ISBN- 0-87120-512-2. This is put out by the Association for Supervision and Curriculum Development (ASCD). (**CHAMINADE'S BOOKSTORE doesn't always carry it**, Amazon.com has it).

Information on education including differentiation:

Iris Center of Vanderbilt University website:

<http://iris.peabody.vanderbilt.edu/resources.html>

Information on IDEA 2004:

Available on-line: <http://idea.ed.gov>

Course Schedule/Calendar by Session:

<u>Week</u>	<u>Due Date</u>	<u>Topics/What to Do</u>
1	July 9, 2011	<p>Introduce yourself</p> <p>Hardman dropbox assignment, read chapters: Ch. 1 Understanding Exceptionality Ch. 2 Education for All</p> <p>Tomlinson discussion question, read chapters: Ch. 1 What Differentiated Instruction Is ó And Isn't Ch. 2 The Rationale for Differentiated Instruction in Mixed Ability Classrooms</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
2	July 16, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 3 Inclusion and Multidisciplinary Collaboration Ch. 4 Transition and Adult Life</p> <p>Tomlinson discussion question, read chapters: Ch. 3 The Role of the Teacher in a Differentiated Classroom Ch. 4 The Learning Environment in a Differentiated Classroom</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
3	July 23, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 5 Cultural and Linguistic Diversity Issues Ch. 6 Exceptionality and the Family</p> <p>Tomlinson discussion question, read chapters: Ch. 5 A Look Inside Some Differentiated Classrooms Ch. 6 Strategies for Managing a Differentiated Classroom</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
4	July 30, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 7 Learning Disabilities and ADHD Ch. 8 Emotional/Behavioral Disorders</p> <p>Tomlinson discussion question, read chapters: Ch. 7 Preparing Students and parents for a Differentiating Class. Ch. 8 Planning Lessons Differentiated by Readiness</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>

5	August 6, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 9 Intellectual Disabilities Ch. 10 Communication Disorders</p> <p>Tomlinson discussion question, read chapters: Ch. 9 Planning Lessons Differentiated by Interest Ch. 10 Planning Lessons Differentiated by Learning Profile</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
6	August 13, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 11 Autism Spectrum Disorder Movie review ó Autism the Musical</p> <p>Tomlinson discussion question, read chapter: Ch. 11 Differentiating CONTENT</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
7	August 20, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 12 Severe and Multiple Disabilities Ch. 13 Sensory Impairment: Hearing and Vision Loss</p> <p>Tomlinson discussion question, read chapters: Ch. 12 Differentiating PROCESS Ch. 13 Differentiating PRODUCTS</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
8	August 27, 2011	<p>Hardman dropbox assignment, read chapters: Ch. 14 Physical Disabilities, Health Disorders, TBI Ch. 15 Gifted, Creative, and Talented</p> <p>Tomlinson discussion question, read chapter: Ch. 14 Grading in a Differentiated Classroom</p> <p>Respond to another's discussion post by Sunday, 11:59pm.</p>
9	September 3, 2011	<p>LiveText Signature Assignment Paper #1 due</p> <p>LiveText Signature Assignment Paper #2 due</p>
10	September 10, 2011	<p>Differentiated Lesson Plan dropbox assignment. You must use the template given. Be sure to scroll down to see entire template. Missing sections will severely impact your grade.</p>

University Policies:

Attendance: As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 5) Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.

Plagiarism: Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.
- 3) Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. **Excused Absences.**

- 1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- 1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. **Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

- 2.1. **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
 - a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
 - b. Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
 - c. Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- 2.2. **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- 2.3. **Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

3. **Additional Notes**

- 3.1 *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*
- 3.2 *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*