**EDUC 780 Special Topics in Special Education**

**3 Credits**

**7/6/2020-9/12/2020**

**Independent Study Online**

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**Online Resources:**

**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/>

<http://www.wrightslaw.com/> (website with lots of information on Special Education

Department of Education - https://sites.ed.gov/idea/

**Course Catalog Description:** EDUC 780 SPECIAL TOPICS IN EDUCATION (3) Course of special interest are given on an occasional or trial basis in the Master of Education (MED) programs.

**Essential Questions:** During this course, students will explore topics and current research as it pertains to current issues in education. By the end of the course, students will be able to answer:

1. What are the current challenges facing educators and school system today?
2. What innovations and current trends in Education that are evidence-based might improve the outcomes for all students?

**Mission Statement:**

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.

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| **Marianist Values:**   1. Educate for Formation in Faith 2. Provide an Integral Quality Education 3. Educate in Family Spirit 4. Educate for Service, Justice, and Peace 5. Educate for Adaptation and Change | **WASC Core Competencies:**   1. Written Communication 2. Oral Communication 3. Quantitative reasoning 4. Critical Thinking 5. Information Literacy |

**Program Learning Outcomes (PLOs):**

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| 1 | Content Knowledge (Knowledge of subject matter) |
| 2 | Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning) |
| 3 | Pedagogical Content Knowledge (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) |
| 4 | Educational Technology (Knowledge of and application of appropriate technology for student learning) |
| 5 | Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning) |
| 6 | Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments) |
| 7 | Focus on Student Learning (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) |
| 8 | 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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| Upon completion of the M.A. in Teaching, students will be able to:   1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Elementary students. 2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Elementary students. 3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Elementary 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.   Upon completion of the M.A. in Teaching, Secondary Education, students will be able to:   1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students. 2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students. 3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary 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.   Upon completion of the M.A. in Teaching, Special Education, students will be able to:   1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students. 2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students. 3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED 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. |
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**Course Learning Outcomes (CLOs):**

**Students will:**

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| 1 | Research current challenges facing educators and school system |
| 2 | Elaborate on a number of innovations and trends in the school reform movement |
| 3 | Propose evidence-based methods that can implemented to address the achievement gap in diverse and exceptional students |

**Alignment of Learning Outcomes:**

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| --- | --- | --- | --- |
|  | CLO 1 | CLO 2 | CLO 3 |
| Essential Questions | 1 | 2 | 2 |
| Marianist Values | 2 | 5 | 4 |
| WASC Core Competencies | 4 | 5 | 4 |
| Program Learning Outcomes | 1 | 8 | 2 |

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| **Assignments** | **Description** | **Pts** | **Due**  **date** |
| **Weekly Assignment**  (8) | Students will be required to complete the assignment specified in the weekly assignments. Due Sunday. Assignments will require that you address a relevant and/or current topic in Education, i.e., discuss pros, cons to implementation, teacher retention, etc. Assignments may also be related to IDEA 2004, ADA, Special Education. Late penalty will apply to late submission. | **160** | **weekly** |
| Mid-term, Final Assignments  @20 pts each | TBD | **40** | **Week 10** |
| **Total** |  | **200** |  |

**Grading Scale:** 188– 200 = A, 174- 187 = B, 173=C

**Attendance:**

As stated in theChaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

**University Policies**

**Other Readings/Recommended Texts**:

Publication manual of the American Psychological Association. (6th ed.) (2001).Washington, DC: American Psychological Association. ISBN 1-55798-791-2.

State of Hawaii, Department of Education, Special Education Rules and Regulations,

Chapter 60; and the 504 Act, that can be found at [http://doe.k12.hi.us/specialeducation/index\_references.htm](http://doe.k12.hi.us/specialeducation/index.references/htm)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), can be found at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

**Other Resources:**

* Chaminade library at [www.chaminade.edu/library](http://www.chaminade.edu/library)
* Common Core Standards at [:](http://standardstoolkit.k12.hi.us/index.html) <http://standardstoolkit.k12.hi.us/common-core/>
* Hawaii General Learner Outcome (GLO) at [http://doe.k12.hi.us/curriculum/GLO\_rubric.htm](http://reportcard.k12.hi.us/teachers_admin/files/GLO_rubric_1022.pdf)
* Hawaii Teacher Standard Board (HTSB) at [http://www.htsb.org/](http://www.htsb.org/html/details/teacherstandards/teachers.html)
* Individual with Disabilities Education Act (IDEA) at <http://idea.ed.gov/>

For technical questions: contact the Chaminade eCollege helpdesk at: [helpdesk@chaminade.ecollege.com](mailto:helpdesk@chaminade.ecollege.com), or call toll free at: (866) 647-0654

**Education Division**

**Conceptual Framework**

The Division of Education'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 my demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively with a diverse community of learners.

**Mission Statement**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context, we develop educators who demonstrate ethical, effective, and culturally responsive practices, and a commitment to building a just and peaceful society.

**Marianist Values**

We promote the characteristics of Marianist universities which include:

* *Education for Formation in Faith* : In the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All scholars are invited to join the larger community of faith, hope, and love.
* *Integral, Quality Education* : The 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 student’s life experience.
* Education is an active process.
* Teaching and learning are reciprocal processes.
* Diversity enriches education by providing many different cultural values and viewpoints.
* Varied instruction for individual differences and learning styles facilitates learning.
* Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom.
* Teachers are responsible for nurturing students’ desire to learn.
* *Education and the Family Spirit*: The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.
* Learning requires a safe, stimulating environment where each student is nurtured.
* School, community, and family collaboration support learning.
* *Education for Service, Peace, and Justice*: All members of the community strive to serve both the University and the larger surrounding community. Additionally, all members dispense and receive justice to and from each other in both the internal and external communities.
* Students must be educated for responsible citizenship, and self-directed lifelong learning.
* Peace is facilitated through cultural awareness and service in support of justice.
* *Education for Adaptation and Change* : True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and facilitates adapting to the changes brought about each day. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.
* Creative problem solving, divergent thinking and effective communication are nurtured.
* Reflection facilitates learning.
* Technology enriches the learning environment and the learning experience.
* Assessment improves instruction and increases student achievement.
* Students must be educated for responsible citizenship, and self-directed lifelong learning.

**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:

* Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
* Develop ideas, themes, and main points coherently and concisely.
* Adopt modes and styles appropriate to their purpose and audience.
* Be clear, complete, and effective.
* 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:

* 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.
* Paraphrasing the work of another without proper author acknowledgement.
* 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 Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

**Ethical Behavior**

Each student is expected to maintain high standards of honesty, ethical behavior, and academic integrity. Students should conduct themselves in a professional manner as outlined in the Field Experiences Manual at [http://cuhedoffice.googlepages.com](http://cuhedoffice.googlepages.com/)

**Disabilities/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. Chaminade will provide assistance for any student with documented disabilities. Any student who believes that he or she may have a disability and need classroom accommodations must contact Dr. June Yasuhara at 735-4845 or 739-4603 at the Counseling Center (office next to Security) or e-mail at [jyasuhar@chaminade.edu](mailto:jyasuhar@chaminade.edu) in order to determine 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 any accommodations can be implemented in a timely fashion. 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.*

* **Excused Absences**.
* 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.
* 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).
* **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:
* **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.
* Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
* Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
* Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
* **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.

**Online courses and online portion of hybrid courses**