



Course Syllabus

Chaminade University of Honolulu

Course Number: EDUC 689

Course Title: STUDENT TEACHING: SPECIAL EDUCATION

School of Education and Behavioral Sciences/Education Division

Term: 2020-2021 Special Spring Student Teaching Semester

Course Credits: 6 cr

Online/4 On-ground sessions Ching Conference Center

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University Catalog Course Description:

Supervised student teaching in an approved special education classroom. (Must be taken in conjunction with EDUC 688.) Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

Prerequisite: Passing scores for PRAXIS II or meeting content credit requirements
All required education courses

Course Dates: January 4, 2021 – June 1, 2021

Course Format: On-line and four face-to-face (online) On-ground sessions to be held with assignments uploaded on Canvas

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 (Mana):* 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.
2. *Integral, Quality Education (Aloha):* 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.

- a. Education is an active process.
 - b. Teaching and learning are reciprocal processes.
 - c. Diversity enriches education by providing many different cultural values and viewpoints.
 - d. Varied instruction for individual differences and learning styles facilitates learning.
 - e. 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.
 - f. Teachers are responsible for nurturing students' desire to learn.
3. *Education and the Family Spirit* ('Ohana): 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.
- a. Learning requires a safe, stimulating environment where each student is nurtured.
 - b. School, community, and family collaboration support learning.
4. *Education for Service, Peace, and Justice* (Pono): 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.
- a. Students must be educated for responsible citizenship, and self-directed lifelong learning.
 - b. Peace is facilitated through cultural awareness and service in support of justice.
5. *Education for Adaptation and Change* ('Āina): 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.
- a. Creative problem solving, divergent thinking and effective communication are nurtured.
 - b. Reflection facilitates learning.
 - c. Technology enriches the learning environment and the learning experience.
 - d. Assessment improves instruction and increases student achievement.
 - e. Students must be educated for responsible citizenship, and self-directed lifelong learning.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Īlelo 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 ('Īlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Īlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Īlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Īlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes

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.

Knowledge Bases

The knowledge bases that define the Conceptual Framework for Chaminade University's teacher preparation program include the eight statements below:

1. Learning is an active process;
2. Education courses are rooted in child and adolescent development;
3. Diversity enriches education;
4. Assessment is critical to the instructional process;
5. Technology is important for clear and efficient communication in the twenty-first century;
6. Critical and creative thinking and problem solving are important skills for teaching;
7. Reflection, professionalism and life-long learning are key dispositions for teacher candidates;
8. A strong content base is essential to a competent teacher.

Course Learning Outcomes

At the end of this course, successful teacher candidates will:

- CLO1 Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- CLO2 Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- CLO3 Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- CLO4 Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these

aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- CLO5 Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- CLO6 Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- CLO7 Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- CLO8 Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- CLO9 Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- CLO10 Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Materials:

- Student Teaching Handbook
- Student Teaching Forms for Student Teacher, Cooperating Teacher, and University Supervisor
- Student Teaching Orientation Packet
 - Deadlines Checklist
 - Dispositions Assessment
 - Mid-Term Evaluation
 - Final Evaluation, Final Summary Recommendation Form
 - Student Teaching Agreement Form
 - Weekly Meeting Form
 - Lesson Plan Requirements
 - DOK Graphic
 - Solo Plan Template

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment Plan

Assignment	CLO	Assignment Description	Max Points	Minimum
Student Teaching Agreement	1 – 10	Sign and agree to the nine requirements specified on the Student Teaching Agreement form	1	1
Weekly Meeting Forms	1, 2, 3, 4, 5, 9	Weekly summaries of discussions with CT and US on critical happenings in the classroom, including demonstrated areas of strength and areas in need of improvement.	20	15
Mid-term Evaluation	1 – 10	Mid-Term Evaluation	15	15
Participation in the On-ground Sessions	9, 10	Required participation (via Zoom or face-to-face) at all four On-ground Sessions.	16	8
Final Evaluation	1 – 10	Final Evaluation	20	20

Course Policies

Grading Policy

Refer to the Student Teaching Handbook

Education Division Incomplete Grade Policy. At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. Since the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade, this deadline date may not be extended.

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person and phone conferences can be arranged.

CLASSROOM POLICIES

While each instructor has their own policies regarding classroom conduct and requirements, the following University policies apply to all classes:

- Smoking and alcoholic beverages are prohibited in all classrooms, whether or not class is in session.

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- No pets are allowed in class. Exceptions will be made in the case of a seeing-eye dog.
- Radios, CD players, headsets, televisions, and other personal audiovisual equipment not pertinent to the class are prohibited during class.
- Cellular telephone use is also prohibited during class except in extenuating circumstances approved in advance by the professor.
- The use of any camera or video devices while in class, restrooms, locker rooms, or in any situation not normally considered public or where users of the facility may reasonably expect privacy is prohibited. Such devices shall include but are not limited to those in mobile telephones, computers, electronic organizers, or other more surreptitious equipment, and which are capable of capturing either still or moving images.
- A dress code requiring footwear and appropriate attire (shirts, pants, skirts) is required in classrooms, as well as in the library, the cafeteria, and administrative offices. No beachwear is allowed. Laboratories have additional requirements.

Please note that it is the instructor's sole prerogative to determine whether a student is:

- In a fit condition to perform classroom work (e.g. is not under the influence of alcohol or drugs, and is not sleeping).
- Working on assignments for that particular class rather than working on programs for other classes or engaging in activity unrelated to school work).
- Distracting other students as to impair the learning environment.

If the instructor finds a student in violation of any of these provisions, or the policies outlined in the course syllabus, he or she may require the student to leave the classroom and may subsequently mark the student absent, which could eventually affect the student's final grade. Failure on the part of the student to honor the instructor's request to leave the classroom may result in removal of the student by the University security personnel and initiation of the University disciplinary process.

FINAL EXAMINATIONS

Final examinations are required in all courses except such courses as directed reading, research, or seminars.

TIME LIMIT

The time limit to complete all program requirements is five years. Students who do not complete all requirements in the five years may be dismissed from the program and must apply for re-admission to continue their studies. Taking a leave of absence does not extend the five year program completion time frame. If re-admitted, the student will have to adhere to the current catalog, all degree requirements, and any conditions of re-admission.

Exceptions to this policy are contingent upon the circumstance (e.g. serious illness, military service, etc.) and must be approved by the Director and Provost via a written request and appropriate documentation from the student and the student's advisor.

ACADEMIC STANDING

To continue attending Chaminade University, students must make satisfactory progress toward completing the program of studies for which they are enrolled.

ACADEMIC PROBATION & REPEATING A COURSE

All students must maintain a minimum cumulative GPA of 3.0 or higher while in the program. Students whose GPA falls below 3.0 will be placed on academic probation and are given a time limit to bring their cumulative GPA up to a 3.0. Failure to meet the required GPA of 3.0 within that time may result in the student being dismissed from the program.

The time limit for a student to bring their cumulative GPA up to a 3.0 for the MBA, MEd, MAT, MSCJA, MSCP, and MPT program is two terms.

A passing grade for all courses, regardless of program, is a “B” or better. Students are placed on probation if they receive a “C” or “F” grade. If the “C” or “F” grade is for a core course, the student must repeat the course the next time it is offered and pass with a grade of “B” or better. If a student does not achieve a grade of “B” or better in the second attempt at a core or elective course, they may be dismissed from the program. Students are allowed to repeat a course only once. All students are allowed to repeat a maximum of two courses. A student who receives three grades of “C” or less on their academic record may result in dismissal from the program.

Students with a non-passing grade may take a maximum of two courses per term, including the retake course, until the nonpassing grade has been corrected. In repeating a course, the higher grade will be factored into the student’s GPA.

WITHDRAWALS ON TRANSCRIPT

If a student withdraws from a course(s), the student must meet with his/her advisor to address the withdrawals and future academic plan. If four withdrawals are received the student will be subject to withdrawal from the Master’s program.

ACADEMIC DISMISSAL

Students who are re-admitted after a period of suspension from Chaminade and fail to meet the requirements to be removed from probation are subject to dismissal and are ineligible to return for one full year, after which they may reapply for admission.

FINANCIAL OBLIGATIONS

Students who have not satisfied their financial obligations (including tuition, traffic and parking fines, library fines, laboratory breakage charges, etc.) may be denied further registration, diploma, or transcripts of their records.

GRIEVANCE PROCEDURES

Questions about course conduct or grading should be addressed to the instructor. For issues that cannot be resolved, follow the grievance guidelines in the Student Handbook.

FREEDOM OF EXPRESSION

Students are free to take reasoned exception to the views offered in particular courses of study. They may, however, be required to know thoroughly the specific bodies of knowledge or interpretations or theories set by the professor, but are free to reserve personal judgment as to the truth or falsity of them.

Students are expected to maintain the standards of academic performance articulated in course syllabi, all assignments, and academic and student life policies. The instructor is considered the normal and competent judge of academic work. Students are protected from unjust grading and evaluation by due process procedures detailed in the Academic Grievance section of the Student Handbook.

PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student’s education records within 45 days after the day Chaminade University of Honolulu (CUH) receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Registrar to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the school to amend a record should right the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student’s right to an appeal regarding the request for amendment. All appeals will go to the Executive Director for Compliance who will consider the appeal and relevant information before issuing a written decision.
3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student’s prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Chaminade University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of Chaminade who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the School.

4. The right to file a complaint with the U.S Department of Education concerning alleged failures by CUH to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202.

FERPA permits the disclosure of PII from student's education records, without consent of the student, if the disclosure meets certain conditions found in Section 99.31 of the FERPA regulations. Except for disclosure to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, Section 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. Eligible students have a right to inspect and review the record disclosures.

CUH may disclose appropriately designated "directory information" without written consent, unless you have advised CUH to the contrary in accordance with CUH procedures. The primary purpose of directory information is to allow CUH to include this type of information from your education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture athletic uniforms or create publications for the university.

If you do not want CUH to disclose directory information from your education records without your prior written consent, you must notify the Registrar in writing. All request are to be sent to the following address:

Records office
Attention: The Registrar
3140 Waiālae Avenue
Honolulu, HI 96816

All requests for withholding information are effective for one academic year. You will have to submit a new request each year. Requests must be submitted by the last day of the Add/Drop period of the fall semester. If you are an incoming student in the spring semester, you must make a request to withhold your information for the spring semester you are first enrolled in by the last day of the Add/Drop period for that spring semester and then by the last day of the Add/Drop period of every fall semester thereafter.

CUH designates the following categories of directory information:

- Name, address, CUH email address, telephone number, dates of attendance, enrollment status, and class standing such as Freshman, Sophomore, Junior, Senior, or Graduate.

- Previous institutions attended, major fields of study, awards, honors (includes Dean's List, degrees conferred including dates), and scholarship awards.
- Past and Present participation in officially recognized sports and extracurricular activities, physical factors such as height and weight, date and place of birth, and photographs. Additionally, if you make a request to forward your education records to another post-secondary institution, CUH will forward your records without prior notification.

STUDENT RESPONSIBILITY

The student is responsible for knowing the information presented in the Chaminade University Catalog, course schedules, and Student Handbook, and for observing all regulations and procedures relating to the program being pursued. In no case will a regulation be waived or an exception granted because a student pleads ignorance of, or contends that he/she was not informed of, the regulations or procedures.

A student must satisfy the requirements of the catalog in force at the time that he or she is admitted to and begins course work in a degree program, or the student may, with the consent of the program advisor, graduate under a subsequent catalog provided the student complies with all the requirements of the later catalog.

RESPONSIBILITY FOR FOLLOWING ALL POLICIES AND MEETING ALL REQUIREMENTS AND DEADLINES FOR GRADUATION RESTS WITH THE STUDENT.

WRITING STANDARDS

All work submitted by Chaminade University students is expected to meet the following writing standards:

1. Written assignments should use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Written assignment should develop ideas, themes, and main point coherently and concisely.
3. Written assignment should adopt modes and styles appropriate to their purpose and audience.
4. Written assignments should be clear, complete, and effective.
5. Written assignments containing material and ideas drawing upon sources should carefully analyze and synthesize that material. In addition, the sources of the borrowed material must be correctly acknowledged to avoid plagiarism.

ACADEMIC HONESTY

Chaminade University provides an environment where ideas are exchanged and disseminated for the continual process of intellectual advancement. Academic integrity underpins this process.

Scholastic dishonesty is defined as an act that gives a student an unfair academic advantage. It includes cheating, collusion, falsifying academic records, unauthorized collaboration, the abuse of online resources, and multiple submissions.

In an assignment that is designed for individual assessment, sharing would be considered unauthorized collaboration.

This is the most common form of academic dishonesty because students can easily justify this behavior and

assume that working together is allowed. Remember, the class norm is that each student is doing his or her work individually, and collaborative work should be specifically approved by the instructor beforehand.

At Chaminade University, plagiarism is defined as including but not limited to “the appropriation, buying, receiving as a gift, or obtaining by any other means, another’s work and the submission of it as one’s own academic work offered for credit”. It is a serious offense and may be grounds for dismissal from the University.

The availability of Internet-based resources has helped contribute to an increasing incidence of plagiarism. It is easy to procure text out of a webpage with a click of a mouse or download entire papers and multimedia. Claiming these materials as your own is plagiarism. Students who use Internet-based resources need to properly cite all sources and give credit to the original authors.

Resubmitting a previous paper from one course in another is unacceptable. This is a violation of academic integrity and is called “multiple submission” or “self-plagiarism”. A student may rework or supplement current papers with previous work only with permission of the instructor.

In addition to the guidelines of academic integrity offered by the University, there are those imposed by your chosen profession. Being associated with a project that used unethical practices may affect your reputation as a professional. Academic dishonesty taints your work, your degree, and your profession. These guidelines for academic integrity are in place to protect you and help maintain a high standard of academic excellence at Chaminade University.

CLASS MEETINGS AND ATTENDANCE

Graduate programs are presented in 10 week accelerated semesters. Classes are usually held evenings and Saturday mornings. Each class meets three hours and forty five minutes once each week during the term. With the exception of Thanksgiving Day, graduate classes meet even on holidays.

Where class schedules are interrupted for some reason, the instructor will arrange to make up the missing meeting. In general, University policy requires students to attend all class meetings of courses for which they are registered. If an emergency prevents attending, the instructor should be informed. Because graduate terms are accelerated, no more than one class absence can be allowed.

ATTENDANCE POLICY

We recognize that professional obligations may require flexible schedules. However, achieving the objectives of the program requires consistent preparation and participation.

Students are expected to attend all classes and be on time for courses in which they are registered. Since our courses are offered on accelerated semesters, a student who misses more than one class has missed a substantial portion of the material presented. Missing more than one class session in a term is a basis for failure of the course. In the case of an emergency, inform your instructor of your absence.

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

Students with disabilities who have obtained accommodations from the Chaminade University ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

The policy on tardiness is left to the discretion of the instructor but be advised that extreme tardiness may be viewed as an absence by many instructors.

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 to 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 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, whether that be by 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 final grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules as described below:

1. On-ground courses. Unexcused absences totaling more than 10% of the number of classes will result in lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
2. Accelerated Semester Classes (10 classes): More than one absence lowers the final grade by one letter. Missing more than two classes results in failure or withdrawal.
3. Hybrid courses (online combined with 2 or more on-ground meetings). One absence from on-ground classes lowers final grade by 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.
4. 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. Unless otherwise specified, missing one week will drop the student one letter grade.

5. If a student does not log on to an online or hybrid course for the first two weeks, the instructor should notify the Records Office via their Chaminade email account and the student will be withdrawn from the course.
6. Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

LEAVE OF ABSENCE

When circumstances require that a student interrupt his/her studies for two or more consecutive terms, the student must request a formal leave of absence from the program. The student must complete and submit the Leave of Absence form to their advisor or Program Director for approval. The student will be notified in writing of the decision. The student must notify the program office two months prior to resuming their studies to reactivate their records and schedule a meeting with their advisor. The time away from the program does not extend the maximum time frame of five years to complete the degree.

With approval, students are given up to 12 months or four consecutive terms leave of absence. An absence longer than 12 months will require the student to reapply. If readmitted, the student must fulfill any additional requirements of the new program. Re-admission includes: the online application, application fee, and two letters of recommendation.

If a formal leave of absence is not submitted, and the student wishes to resume the program after not taking classes for two or more consecutive terms, the student must reapply to the program following all application procedures.

REAPPLICATION AFTER DROPPING PROGRAM

Students who have not taken classes for two or more terms, and who did not request a leave of absence but wish to continue in the program, must submit a new application and all application components as posted on the Online and Military Base Undergraduate program webpage, along with a letter to the Director indicating the reason for the absence from the program and their intent to return to complete their degree. If accepted, returning students are subject to current program curriculum and requirements.

REAPPLICATION AFTER DISMISSAL

Students who have been dismissed from the program and wish to reapply may do so no sooner than one year after being dismissed and must submit an application, all application components as posted on the Online and Military Base Undergraduate program webpage, and substantiation of having met the terms of a remediation contract, if applicable. When the required documents have been received, the student must meet/interview with his/her advisor. After the interview, the faculty will meet to determine re-admittance. The student will be notified of the decision by letter. If accepted, returning students are subject to current program curriculum and requirements.

Education Division Attendance Policy

3. Additional Notes.

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3.1 If a student does not log on to an online 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 participating in an online course without officially withdrawing may receive a failing grade.

3.3 Online courses and the online portion of hybrid courses. Online participation will be via assignment submittals. On-ground sessions will require attendance via Zoom or face-to-face.

KSD Referrals.

- Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Education Division at the Fall 2011 Chaminade Faculty Retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive “To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards.” Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.
- Referral process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

Other Relevant Course Information

Required Email. Students are required to use their Chaminade University Email to correspond with instructors. Your email may be accessed through the University Portal at <https://portal.chaminade.edu/>.

Important Dates and Financial Aid Information. Contact the Registrar's Office or view this [website](#) for important add, drop, and withdrawal dates for this semester. Please be sure to contact your University Financial Aid Counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

Schedule

Please refer to the Deadlines Checklist provided at your Student Teaching Orientation session for course tasks, deadlines, and submittal information.