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|  | **Course Number**: EDUC 403-90-2  **Course Title**: SPED: Early Childhood Education for Children with Disabilities  **Division Name**: School of Education and Behavioral Sciences  **Credits: 3 Term**:  **Class Location**: Online  **Course Dates**: October 4-December 13, 2021 |

**Instructor Name**: Bobbie Martel

**Email**: [Roberta.Martel@chaminade.edu](mailto:Roberta.Martel@chaminade.edu)

**Phone**: cell: 808-777-8841

**Office Location**: Via phone or email

**Office Hours**: By appointment

**University Course Catalog Description:**

Developmentally Appropriate Practices in Early Childhood Education (ECE), preschool to 3rd grade, will be reviewed. Students will learn to address the learning needs of special education students in both inclusive classrooms and self-contained special education settings. Curriculum models, effective best practices in ECE and research into early intervention methods including Activity-Based Interventions (ABI) and Milieu Teaching will be conducted.

**Mission Statement and Marianist Values:**

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. This course incorporates two Marianist characteristics. The aim of the course is to provide our teacher candidates with an **integral, quality education**. Knowing how to create a positive, productive classroom environment is one of the goals of this course. To education for **service, justice, peace** is another Marianist characteristic that informs this course. Teacher candidates will learn how to differentiate instruction in order to address the various learning needs of diverse and exceptional students in their classroom.

**Required Learning Materials:**

**No textbook is required**

supplemental materials such as articles, videos, websites in Canvas

**Program Learning Outcomes (PLOs):**

Upon completion of the undergraduate B.S. program in Special Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Special, Elementary, Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Special, Elementary, Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Special, Elementary, 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.

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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, Peace and the Integrity of Creation. 5. Educate for Adaptation and Change | **WASC Core Competencies:**   1. Written Communication 2. Oral Communication 3. Quantitative reasoning 4. Critical Thinking 5. Information Literacy |

**Course Learning Outcomes (CLOs):**

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| Students will: |
| **CLO** 1: Generate an early childhood curriculum framework that reflects best practices in ECE to promote the growth and development of children with and without disabilities. |
| **CLO 2**: Research the effective elements in successful models of inclusion. |
| **CLO 3**: Identify and describe the various roles in collaborative service delivery including serving as a consultant, using a consultant, and collaborating with paraprofessionals, related services providers, administrators and educational assistants. |

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| **Alignment of Learning Outcomes:** | CLO 1 | CLO 2 | CLO 3 |
| Marianist Values | √ | √ |  |
| WASC Core Competencies | √ |  | √ |
| Program Learning Outcomes | √ | √ |  |

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| **Assignments** | **Pts.** | **Due**  **date** |
| **Discussions (6 @ 5 pts. each)** | **30** | 10/9  10/16  10/23  10/30  11/06  12/11 |
| **O& P Reports (3 @10 pts. each)** | **30** | 11/13  11/27  12/11 |
| **Graphic Organizer for a Thematic Unit** | **15** | 11/20 |
| **Case Study** | **25** | 12/4 |
| **Total** | **100** |  |

**Grading Scale**:

Graduate students are required to get a ‘B’ grade or better.

**Grade Dissemination/Feedback**: My goal will be to return graded assignments within one week of the due date. Emails to the instructor will be answered with 24 hrs. Students can email the instructor for urgent matters.

**Late Work Policy**: **Weekly postings, discussions/Video Reflections**. You will need to respond to discussions/assignment prompts described in the weekly module. These will be due on Saturday of the specified week. Two responses to colleagues will be required. These should be thoughtful, descriptive feedback, not simply ‘good job’, ‘I agree’ without elaboration, 100-150 words. These responses are due by the next day Sunday. Since students not only benefit from course readings but from other students’ postings and from your feedback on students’ postings, late postings and responses to peers will result in a loss of points. -1 for every day late. Work later than 1 week will not be accepted. Late work will result in a loss of points.

**Grades of "Incomplete"**:  The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished by the end of the subsequent semester or the “I” will automatically be recorded as an “F” on your transcript.

For further information, [please refer to the Student Handbook (Links to an external site.)](https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf).

**Writing Policy**: Commentary on written work will be delivered in written format, at the end of the assignment. However, upon request, an alternate delivery method can be used. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word-processed, proofread, and solely the work of the author.

**Appropriate Technology**: Email/Texting: I respond to both email and text. I will respond to questions/concerns within 24 hours. Please do not hesitate to text for urgent matters.

Netiquette Guidelines: The correct or acceptable way of communicating on the Internet.)

Rules- [see website](https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/) or copy and paste: https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/

**University Policies**

**Academic Honesty Statement:** Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.  
  
Violations of Academic Integrity: Violations of the principle include, but are not limited to:

* Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
* Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
* Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
* Plagiarism: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source).
* Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.   
  Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

* Copying or borrowing liberally from someone else’s work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
* Copying of someone else’s exam or paper.
* Allowing someone to turn in your work as his or her own.
* Not providing adequate references for cited work.
* Copying and pasting large quotes or passages without properly citing them.

**Disability Access:** If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

**Title IX Compliance:** Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Chaminade Counseling Center at 808 735­4845 and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**One-on-one Tutoring:**

Student Support Services and the Academic Achievement Program offer free, one-on-one tutoring for all undergraduate students at Chaminade University. Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. Subjects tutored include, but are not limited to: biology, chemistry, math, nursing, English, etc. The tutoring corps consists of trained Peer and Professional Tutors.

Tutoring is available by appointment only. Tutoring takes place in the Student Support Services building during the hours of 9:00 am to 5:00 pm, Monday through Friday. In order to receive tutoring, a student must first complete and submit an intake form. After submitting the intake form, a staff member will assist the students in creating an online account that allows him/her to book an appointment through the online system. All appointments must be made two (2) days prior to the desired appointment. Cancellations must be made 24 hours in advance. For further information, contact Student Support Services at (808) 735­4724.

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| Schedule | |
| Wks. |  |
| 1  10/4 | Introductions, Syllabus review, Activity Based Intervention/Embedded Instruction |
| 2  10/11 | The Power of Incorporating Play into the Curriculum |
| 3  10/18 | Music and Movement Instructional Strategy |
| 4  10/25 | Differentiated Instruction/Inclusion |
| 5  11/01 | Project Based Learning |
| 6  11/08 | Universal Design for Learning |
| 7  11/15 | Developing Thematic Units |
| 8  11/22 | Incorporating Age/Level Appropriate Learning Centers |
| 9  11/29 | Providing Choice/Motivation for Learning |
| 10  12/06 | And More to Consider in a Student-Centered Learning Environment |