



Chaminade
University
OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: EDUC 662

Course Title: SPED Assessment, Planning, and Computer Technologies

Department Name: School of Education and Behavioral Sciences

College/School/Division Name: Education

Term: Accelerated Winter 2023

Course Credits: 3 credits

Class Meeting Days: Asynchronous

Class Location: Online

Instructor Name: Denise Dugan

Email: denise.duga@chaminade.edu

Phone: 808.739.4833

Office Location: Brogan 131

Office Hours: Tuesday and Thursday 12-1

University Course Catalog Description

Quantitative and qualitative assessment of students referred to or enrolled in special education programs. Major topics include behavioral observation, psychometric properties of tests, cognitive test of ability, perceptual-motor tests, and measures of social and emotional functioning.

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 with a diverse community of 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
5. Educate for adaptation and change

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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes (PLOs):

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.

Course Learning Outcomes

By the end of our course, students will be able to:

1. Differentiate diagnostic, formative, and summative assessments both informal and formal
2. Conduct academic and behavioral assessment and provide a diagnostic report of the outcomes.

- Utilize the assessment information to write appropriate Individualized Education Program (IEP) goals for special education student and write an appropriate Lesson Plan to meet the needs of the IEP.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
Marianist Values			2
Program Learning Outcomes	3	3	1, 2, 5

Required Learning Materials

Title: Assessing Students with Special Needs, 5th Edition

Author: John J. Venn

ISBN: ISBN-13: 9780137416288

Publisher: Pearson

Edition: 5th

Year: 2014

Protocols: Wilkinson, Gary S. (2006). Wide Range Achievement Test 4 (WRAT4), WRAT4 Blue Test Forms (pkg/25), WW-5778-TB, Psychological Corporation. **DO NOT PURCHASE UNTIL INSTRUCTED IN CLASS**

Optional Text: **Gibb, Gordon S. (2007). Guide to Writing Quality IEP. ISBN-13-978-0-205-49545-0**

Course Website:

<https://chaminade.instructure.com/courses/27686>

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Course Requirements

Assignment	Pts	Assignment Description
Weekly Article/Presentation Assignments (6)	30	Each week, students will read article(s) or presentations of the context and answer questions regarding the readings. Provide 1-2 paragraphs for each question.
Weekly Case Study Assignments (5)	25	Each week, students will read cases and write an analysis. In this analysis, the students will answer the prompts selected from the text and determine whether other assessments (e.g., behavioral observation, psychometric instruments, use of standardized and diagnostic achievement tests, perceptual-motor tests, and measures of social and emotional functioning) are warranted. The case reports shall be submitted to class for a response to one classmate or a point will be deducted. Full points will be awarded to those who turn in assignments on time, and who responds to one classmate.
Assessment Results/Diagnostic Reports	30	Read the "WRAT" tab for purchases of assessment protocol. Students will administer an academic assessment according to instructions given in the "WRAT" tab to three subjects and develop diagnostic reports from the results of the testing based upon strengths and weaknesses. The diagnostic reports shall reflect the perceptual strengths and weaknesses of the subjects for their Present Levels of Educational Performance (PLEP) section of the IEP. A template will be provided. Further information on how to administer and purchase the assessment will be discussed online.
WRAT Reflection	10	Students will answer questions regarding their experience administering the WRAT to their subjects. Students will also respond to one (1) of their classmates regarding their postings to receive full points.
Behavior Assessment and Report	20	A behavior assessment will be conducted with one of the students that you have administered the WRAT. Read the

		<p>“Behavior Assessment” file and follow the instructions to administer the assessment along with writing the report.</p>
IEP Report/Lesson Plan	40	<p>Students will develop an IEP from of one of their tested subjects with goals and objectives in math, reading, and behavior on a template. The IEP will align with Common Core standards in at: http://standardstoolkit.k12.hi.us/common-core/. Along with the IEP, the student will develop a <u>Lesson Plan that will support the IEP in either math or language arts, student may choose one.</u> Both the IEP and Lesson Plan templates will be provided. (5-7 pages).</p>
Signature Assignment (SA)	90	<p>Students will create at least 20 slides in this powerpoint presentation. The presentation shall include the following six (6) types of qualitative and quantitative assessments to be downloaded as a .pptx or .ppt file:</p> <ul style="list-style-type: none"> • Qualitative Assessments to measure social and emotional functioning, observations (choose one from the following): <ul style="list-style-type: none"> • Conner’s Rating Scale • Social Skills Rating System • Walker-McConnell Scale of Social Competence and School Adjustments • Behavior Assessments (choose one from the following): <ul style="list-style-type: none"> • Achenbach • Behavioral and Emotional Ratings • Behavior Assessment System for Children – 2 (BASC-2) • Adaptive Behavior Inventory • Perceptual Motor Assessments (choose one from the following): <ul style="list-style-type: none"> • Visual-Motor Integration (VMI) • Motor-Free Visual Perception Test-Vertical (MVPT-V) • Bender Visual Motor Gestalt Test • Luria-Nebraska Neuropsychological Battery • Standardized Academic Assessments (choose one from the following): <ul style="list-style-type: none"> • Early Childhood Assessment – Brigance Inventory of Early Development II • Wechsler Individual Achievement Test • Woodcock Johnson III • Stanford Achievement Test Series – 10th edition (select one of the three: Stanford Early School Achievement

<p>Introductions</p>	<p>5</p>	<p>Test, Stanford Achievement Test or Stanford Test of Academic Skills)</p> <ul style="list-style-type: none"> • Psychological Instruments for Cognitive Measure (choose one from the following): <ul style="list-style-type: none"> • Stanford-Binet – 5th edition • Wechsler Intelligence Scale for Children IV • Kaufman Brief Intelligence Test (K-BIT) • Slosson Intelligence Test – Revised 3 • Wechsler Scale For Children – Third Edition (WISC-III) <p>6. Other Assessment (there is only one):</p> <ul style="list-style-type: none"> • Alternate Assessment Portfolio <p>Students will post an introduction by the first week of class for attendance.</p>
<p>Total Points</p>	<p>250</p>	<p>A = 225-250 points B = 200-225 points C=199-175 points D=174-150 points F=149-0 points</p> <p>**You will lose 2 points/day each day assignment is late until points are exhausted then assignment will not be accepted unless contact has been made with instructor.</p>

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 through Canvas. The signature assignment for this course is the Powerpoint Presentation. Submission must be on a .ppt or .pptx file.

Each category will be organized by the following: Category (Qualitative and Quantitative Assessments to measure Social and Emotional Functioning, Behavior Assessments, Perceptual Motor; Standardized Academic Assessments, Psychological Instruments for Cognitive Measure, and Alternate Assessment Portfolio). Each category includes the following areas: Purpose, Description, Strengths and Weakness, Resources (List of websites and other resources related to section – minimum of 3 websites).

***The instructor has the right to change the syllabus at any time. **You will lose 2 points/day each day assignment is late until points are exhausted then assignment will not be accepted unless contact has been made with instructor.**

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

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
- Common Core Standards at <http://standardstoolkit.k12.hi.us/common-core/>
- Hawaii General Learner Outcome (GLO) at http://doe.k12.hi.us/curriculum/GLO_rubric.htm
- Hawaii Teacher Standard Board (HTSB) at <http://www.htsb.org/>
- Individual with Disabilities Education Act (IDEA) at <http://idea.ed.gov/>

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

Instructor and Student 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 [number of hours or days].

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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu 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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

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

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life.

For further information, [please refer to the Chaminade Catalogue](#).

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time.

Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Schedule

Week	Reading	Assignments
Week 1: 1/9/23-1/15/23	Chapter 1	Introduction, Getting to Know you Survey, Case Study 1
Week 2 1/16/23-1/22/23	Chapter 2 & Power point Chapter 1	Questions from Power point
Week 3 1/23/23-1/29/23	IRIS module & Chapter 3	Case Study 2
Week 4 1/30/23-2/5/23	Chapter 4	Discussion Board Reflection Prompt from Chapter 4
Week 5 2/6/23-2/12/23	Chapter 9 WRAT Reflection	Diagnostic Report 1
Week 6 2/13/23-2/19/23	WRAT Reflection	WRAT Reflection, Diagnostic 2
Week 7 2/20/23-2/26/23	WRAT Reflection	Diagnostic Report 3
Week 8 2/27/23-3/5/23	Chapter 11	Case Study 3
Week 9 3/6/23-3/12/23	Case Study 4	IEP Report and Lesson Plan, Case Study 4
Week 10 3/13/23-3/19/23	Signature Assignment	Signature Assignment