



ED 468 Course Syllabus

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

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: ED 468

Course Title: Student Teaching: Special Education

Department Name: Education

College/School/Division Name: School of Education and Behavioral Sciences

Term: Fall 2024 (July 30, 2024 – December 20, 2024)

Course Credits: 9

Instructor Name: Allison Kuwayama

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Office Location: Brogan 127

Office Hours: By Appointment Only

Prerequisites:

- Passing grades on all required licensure courses
- Passing scores for PRAXIS II or verification of meeting content knowledge requirement through completed course credits

Schedule:

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

Course Description:

Students will teach in a school setting alongside a licensed Special Education teacher for a period of at least 20 weeks and successfully complete all course tasks. This course is Credit/No Credit.

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 Marianist's values, current research, and best practices.

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

WASC Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs):

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

1	Students will use evidence from ongoing discussions with team members, weekly meeting forms/reflections, and observations, to continually evaluate and adapt his/her practice and meet the needs of each learner.
2	Students will draw upon knowledge of content areas, learners and the community context to develop and implement lesson and unit plans in a classroom setting.
3	Students will engage in professional learning through participation in sessions focused on employment, teacher licensing, mentoring, and other growth opportunities.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Marianist Values	-Provide an integral and quality education -Educate for adaptation and change	-Provide an integral and quality education -Educate for adaptation and change	-Provide an integral and quality education -Educate for service, justice and peace -Educate for adaptation and change
WASC Core Competencies	-Written Communication -Oral Communication -Critical Thinking -Information Literacy	-Written Communication -Oral Communication -Critical Thinking -Information Literacy	-Oral Communication -Critical Thinking -Information Literacy
Program Outcomes	1, 2, 3	1, 2, 3	4, 5

Course Materials (provided by instructor):

- Student Teaching Handbook
- Student Teaching Forms for Student Teacher, Cooperating Teacher, and University Supervisor
- Student Teaching Practicum Documents and Forms
 - ST Task Checklist
 - Calendar for Spring 2024 Student Teaching
 - Dispositions Assessment
 - Mid-Term Evaluation
 - Final Evaluation, Final Summary Recommendation Form
 - Student Teaching Agreement Form
 - Weekly Meeting Form
 - Lesson Plan Templates
 - Pacing Guide Template
 - Student Teaching Reflection Prompts

Assessment Plan:

It is your responsibility to ensure that all tasks are turned in before the due dates. A scoring rubric is provided with every assignment to ensure you know what is required to receive the score desired. Unless I am out of the office, feedback and grades on all assignments are provided within 7 days of submission. Please refer to the table below for further information.

Assignment	CLO	Assignment Description	Max Points
Student Teaching Agreement	1	Sign and agree to the requirements specified on the Student Teaching Agreement form	2
Weekly Meeting Forms	1	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	28 (2 per form)
Participation in the Mandatory Synchronous Sessions	3	Required participation (via Zoom) at all three Mandatory Sessions	15 (5 per session)
Mini Lesson Plan with Reflection	1, 2	Mini Lesson Plan utilizing the Chaminade Lesson Plan Template and a reflection that is completed after the Mini Observation takes place	10
Pacing Guide and Weekly Reflections from Solo Teaching	1, 2	Pacing Guide for instruction and Weekly Reflection due in preparation for and at the end of each week of Solo Teaching	50 (10 per week)
Monthly Dispositions Assessments	1, 2	Completed by CT three times throughout the semester to evaluate progress on dispositions	15 (5 per assessment)
US Observations	1, 2	Minimum of four required observations conducted by the US (Mini, Block, Solo #1 and Solo #2)	20 (5 per observation)
Week 10 Meeting with Instructor	1, 3	A link will be provided by the instructor to schedule this 1:1 check-in (via Zoom or GoogleMeet)	5
Mid-Term Evaluation	1, 2	Mid-Term Evaluation completed by CT and signed by CT, ST, and US	30
Student Teaching Reflection	4	ST will reflect on their experiences in student teaching and provide advice for future STs	15
Final Evaluation	1, 2	Final Evaluation completed by CT and US and signed by CT, ST, and US with ratings of at least "Meets" across all standards	85

Grades of "Incomplete:"

This policy on incomplete grades aligns with the same University policies.

Writing Policy:

For any writing assignments, please use APA format. Please refer to <https://apastyle.apa.org> for any specific style and grammar guidelines questions.

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. 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.

Academic Conduct Policy:

Any community must have a set of rules and standards of conduct 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.

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.
- 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 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.

Model Code of Ethics. The Model Code of Ethics for Educators (<https://hawaiiteacherstandardsboard.org/content/code-of-ethics/>)

is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school and with the use of technology are integral to all aspects of this course.

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.