



Department of Special Education and Counseling

Fall, 2024

EDSP 4000: Foundations of Special Education (3 units) Section X

Instructor:
Office:
Telephone:
Email:

Class Location:
Class Day/Time:
Office Hours:

For COVID-19 related information and questions, please check Cal State LA's [Health Watch](#) sites regularly for updates.

Catalog Description:

Prerequisite(s): None. Legal, historical, and practice-based foundations of special education. Classification systems, characteristics, and individualization of services for students with disabilities and/or gifts and talents. Implications of risk factors for health and development.

Email Policy:

Cal State L.A.'s "official" means of communicating with students is through electronic mail (e-mail) using students' Cal State L.A. assigned email address. E-mail provides an environmentally sensitive, timely, and cost-effective means of communicating University business and academic information.

Students are expected to access their Cal State L.A. e-mail account on a regular basis so that official university, college, department and course communications are delivered and received in a timely manner, and students do not miss important communications. Students are considered to have been "officially notified" when information is sent to their Cal State L.A. email address.

I welcome student emails at all times and will respond to within 48 hours (usually *much earlier*). Please be sure to indicate EDSP 4000 in the subject heading so that your email doesn't get lost in a spam folder!

I. Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

B. Statement of Reasonable Accommodation

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful. *OSD is in the Student Services Building, Room #1320. The office can be contacted at OSD@calstatela.edu or (323)343-3140.*

C. Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/studentervices/calfresh>
- **Graduate Writing Support Program:**
<http://www.calstatela.edu/graduateresourcecenter/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms: Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

D. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The School faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

E. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology in order to assure student success. In all undergraduate, credential, and graduate courses, students in the CCOE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.

- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up-to-date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

F. Division Canvas Site: Special Education Programs, Information, and Resources

The Division hosts a Canvas site called Special Education Programs, Information, and Resources to provide information about fieldwork, master's programs, the comprehensive exam, and the Clear credential and induction. It also has forms students frequently need including add and drop forms, course overlap, and advancement to candidacy, among others. Students are encouraged to self-enroll into the course if it does not already show on your Canvas page. Call the Division of Special Education and Counseling office if you need assistance (323-343-4400).

G. Land Acknowledgement

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

II. Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Use appropriate terminology relating to special education.
- **SLO 2:** Identify the roles of general and special education and related service providers in the education of exceptional children and youth.
- **SLO 3:** Identify the provisions of IDEA and other related legislation and their impact on the teaching of children and youth with disabilities.
- **SLO 4:** Identify the provisions of IDEA and other related legislation and their impact on the teaching of children and youth with disabilities.

- **SLO 5:** Recognize the legal responsibilities of the school system relating to the IEP process and parental rights relating to the IEP process.
- **SLO 6:** Distinguish the differences in the continuum of placements options for students with disabilities and the least restrictive environment.
- **SLO 7:** Discuss general issues in special education, including historical, current and future legal, programmatic, curricular, and social issues that impact the field.
- **SLO 8:** Identify and articulate problems related to instruction in the urban classroom.
- **SLO 9:** Identify causes of disabilities, and conditions that place a child at risk for developmental delay and disability.
- **SLO 10:** Identify factors that contribute to the development of giftedness.
- **SLO 11:** Recognize the legal rights of parents of exceptional children.
- **SLO 12:** Determine the benefits of early intervention.
- **SLO 13:** Recognize the importance of culturally reciprocal practices in special education.
- **SLO 14:** Distinguish between common curricular modifications and explore instructional strategies for effective service delivery for exceptional students.
- **SLO 15:** Identify classroom accommodations for students with disabilities.
- **SLO 16:** Relate various theories of learning and appropriate models of instruction to learning needs of students with various disabilities.
- **SLO 17:** Discuss the implications of cultural and linguistic diversity on the identification, assessment, and instruction of exceptional students.
- **SLO 18:** Discuss the need for collaboration among the general educator, special educator, family members and other service providers.
- **SLO 19:** Identify the role of technology in instruction and assistive technologies for instructional support for students with disabilities.
- **SLO 20:** Identify the characteristics of each exceptionality area and the eligibility requirements for classification of exceptional students.
- **SLO 21:** Make suggestions relating to the application of the framework of support for students in each exceptionality category.
- **SLO 22:** Identify symptoms of chronic and acute health conditions that affect student learning and indicate appropriate responses for medical emergencies associated with these conditions.

III. California Commission on Teacher Credentialing: Teacher Performance Expectations (TPEs) Addressed in this Class

This course meets the following California Teaching Performance Expectations:

Universal	MMSN	ESN	VI	ECSE
<p>1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning</p> <p>1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress</p> <p>1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.</p> <p>1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</p>	<p>1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.</p> <p>1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension and develop appropriate language development goals within the IEPs for those students.</p> <p>1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g., executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p> <p>1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.</p> <p>1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.</p> <p>1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.</p> <p>2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings</p> <p>2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As</p>	<p>1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.</p> <p>1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for students who are deafblind.</p> <p>1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.</p> <p>1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g., executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.</p> <p>1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.</p> <p>1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with</p>	<p>2.1 Identify and implement environmental accommodations and modifications to facilitate optimal sensory use and multisensory access to, and active participation in, individual and group activities in general and expanded core curriculum environments, including addressing learner needs for individuals with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities (including autism and Deaf-Blindness).</p> <p>4.20 Teach social interaction skills based on individual needs, including skills related to appropriate body language and non-verbal communication, social communication and cooperation, effective conversation patterns, social etiquette, digital citizenship, development and monitoring of relationships and friendships, and knowledge of self, including human sexuality.</p> <p>4.25 Teach students their legal rights and responsibilities related to being a citizen with a visual impairment.</p> <p>4.27 Collaborate with families and other team members to plan and implement transitions across the lifespan (birth-22 years old) that address needs unique to students with visual impairments with a wide range of abilities and functional vision (including ocular and cerebral visual impairments) and co-occurring disabilities, including autism and Deaf-Blindness.</p> <p>5.5 Use valid assessment data and knowledge of the potential impact of visual impairment on psychosocial functioning to identify when referral for psychosocial and psychoeducational assessment/evaluations are necessary.</p>	<p>2.5 Identify, acquire, and implement assistive technology for individual children and Universal Design for Learning (UDL) for all children, including those with low-incidence disabilities, physical/orthopedic, and other health impaired, to promote access, learning, and participation across learning environments, including using augmentative and alternative strategies and interventions for the development of communication and social skills.</p> <p>4.2 Apply knowledge of the Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, California Preschool Curriculum Frameworks, and state-adopted student standards for kindergarten, as well as principles of Universal Design for Learning (UDL), to effectively plan and design learning experiences for all children that incorporate recommended, evidence-based practices.</p> <p>6.1 Demonstrate knowledge of the historical and contemporary theoretical, philosophical, legal, and empirical influences underlying evidence-based practices in the field of Early Intervention and Early Childhood Special Education and related fields and uses this knowledge to shape his or her practice with infants, toddlers, preschoolers, families, administrators, community organizations and agencies.</p>

<p>2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.</p> <p>2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.</p> <p>2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.</p> <p>2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.</p> <p>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum</p> <p>3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.</p> <p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning</p>	<p>appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment (and other mobility and sensory accommodations</p> <p>2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.</p> <p>2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.</p> <p>2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior</p> <p>2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.</p> <p>2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services, and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.</p> <p>2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.</p> <p>2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments</p> <p>2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.</p>	<p>appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation.</p> <p>2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.</p> <p>2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students and move them toward effective inclusion in general education settings.</p> <p>3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.</p> <p>3.3 Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).</p> <p>3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.</p> <p>3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.</p>	<p>5.15 Communicate ocular and cerebral visual impairment needs specific to assessment/evaluation data accurately to the educational team, including families, in comprehensive assessment/evaluation reports that address limitations of standard scores and non-standard data.</p>	<p>6.6 Demonstrate knowledge of professional standards and all applicable laws and regulations governing service provision for children with disabilities from birth to kindergarten and their families.</p>
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<p>opportunities and provide access to the curriculum for all EPC 4C-10 April 2021 students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology. • applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners. • appropriate modifications for students with disabilities in the general education classroom. • opportunities for students to support each other in learning; and • use of community resources and services as applicable. <p>4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.</p> <p>6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.</p> <p>6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.</p> <p>7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an</p>	<p>3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.</p> <p>3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g., orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g., attachment, temperament), and their implications for learning.</p> <p>4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.</p> <p>4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs and determine a variety of pedagogical approaches to instruction, including scope and sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.</p> <p>4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.</p> <p>4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech)</p> <p>4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions</p> <p>5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.</p>	<p>4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.</p> <p>4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.</p> <p>4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).</p> <p>5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, and decision-making regarding eligibility, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.</p> <p>5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.</p> <p>5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or</p>	
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<p>understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).</p> <p>7.5 Foundational Skills. Develop students' skills in:</p> <ul style="list-style-type: none"> a. print concepts, including letters of the alphabet b. phonological awareness, including phonemic awareness c. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences d. decoding and encoding, including morphological awareness e. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) f. instruction that is structured and organized as well as direct, systematic, and explicit g. connected, decodable text h. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression. <p>7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform</p>	<p>5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.</p> <p>5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p> <p>6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.</p> <p>6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.</p> <p>6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.</p> <p>6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings</p> <p>6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.</p> <p>6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</p>	<p>linguistic differences may be misunderstood or misidentified as manifestations of a disability.</p> <p>5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.</p> <p>6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.</p> <p>6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.</p> <p>6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.</p> <p>6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.</p>
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instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.

IV. Course Schedule (Tentative)

Date	Learning Topics/Lecture	Activities	Readings, Assignments & Exams	TPEs
Week 1	<p>Course Overview and Expectations</p> <p>The evolution of societal views and actions towards individuals with disabilities</p> <ul style="list-style-type: none"> • Key historical contributors to and influences of the development of current special education practices • Theoretical models of disability (social, medical, biopsychosocial, etc.) • Societal attitudes and movements including: eugenics, normalization, deinstitutionalization, mainstreaming, inclusion, ableism • Key Court Decisions leading up to IDEA <p>Communicating about and with persons with disabilities</p>	<p>Activities</p> <ul style="list-style-type: none"> • What Words Come to Mind When you think of Disability? (Activity) <p>Videos/Clips:</p> <ul style="list-style-type: none"> • Stella Young – <i>I'm not your inspiration</i> • <i>Where's Molly?</i> (Deinstitutionalization) • <i>As Far as the Eye Can See</i> (Erik Weihenmayer – 1st blind man to climb Mt. Everest) • <i>Sometimes You Just Have to Laugh</i> (Marlee Matlin – Deaf Actress) • <i>Last Comic Standing</i> (Josh Blue – comedian with cerebral palsy) • <i>The Undateables</i> 	<p>Readings: Chapter 1 <i>Understanding Special Education</i></p> <p>Online Quiz #1</p>	<p>ESN 6.4 ECSE 6.1</p>

	<ul style="list-style-type: none"> Disability vs. Handicap, “Normal” and “Regular” Use of people-first language vs. ableist language 	<p>(BBC Reality Series following individuals with disabilities attempting to find love)</p> <ul style="list-style-type: none"> <i>Speechless</i> (ABC series with family member with cerebral palsy) 		
Week 2	<p>Legal Foundations of Special Education</p> <ul style="list-style-type: none"> Section 504 of the Vocational Rehabilitation Act of 1973 <ul style="list-style-type: none"> The 504 Plan Accommodations and Modifications Individuals with Disabilities Education Act (IDEA) <ul style="list-style-type: none"> Parts A, *B, *C, D <ul style="list-style-type: none"> Part C – Legal Foundations of Early Intervention (Birth to 3) Part B – Guidelines for Special Education (Ages 3 – 21) <p>The Americans with Disabilities Act (ADA), 1990</p> <ul style="list-style-type: none"> Major provisions of the ADA 	<p>Think/Pair/Share Activity</p> <ul style="list-style-type: none"> Practice Quiz – Check Your Knowledge of last week’s content Do individuals with disabilities share the same civil rights as people who do not have disabilities? Are laws necessary to protect their rights? Why? Or Why not? Accommodations vs. Modifications game <p>Videos/Clips:</p> <ul style="list-style-type: none"> Drunk History – <i>Disability Civil Rights Movement</i> <i>Our Fight for Disability Rights and Why We’re Not Done Yet</i> (Judith Heumann – TED Talk) <i>President Bush signing the Americans with Disabilities Act</i> 	<p>Readings: Chapter 1 (Cont.) <i>Understanding Special Education</i></p> <p>Online Quiz #2</p>	<p>MMSN 5.3 ESN 5.4 VI 4.25 ECSE 6.1 ECSE 6.6</p>

<p>Week 3</p>	<p>Eligibility for Special Education</p> <ul style="list-style-type: none"> • What is special education? • Who are the students receiving special education services? (IDEA disability categories) • The referral and assessment process; Student Success Teams (SST) • Least restrictive environment (LRE) and continuum of placements for students with disabilities <p>The Individualized Education Plan (IEP) and Individualized Transition Plan (ITP)</p> <ul style="list-style-type: none"> • Components of the IEP and ITP • Effective partnerships with the IEP team <ul style="list-style-type: none"> ○ Related services (and service providers)⁵ • Responsibilities of the school relating to the IEP and ITP process • Parental role and rights relating to the IEP/ITP process <p>Supporting and Establishing Collaborative Partnerships with Families.</p> <ul style="list-style-type: none"> • Factors that impact a family's coping process • Providing information, community resources, support and services 	<p>Activities</p> <ul style="list-style-type: none"> • Practice Quiz: Check Your Knowledge • What words do you use to identify yourself? (Activity) • Think/Pair/Share – Make a mnemonic device to remember the 13 IDEA categories of disability <p>Video:</p> <ul style="list-style-type: none"> • “Bad” IEP Meeting video – Think/Pair/Share Activity: students identify what went wrong and suggest solutions • Everybody Loves Raymond – <i>The Parent Teacher Conference</i> 	<p>Readings: Chapter 2: <i>The Personnel and Procedures of Special Education</i></p> <p>Chapter 4: <i>Collaboration in Special Education</i></p> <p>Online Quiz #3</p>	<p>U 1.2 U 4.6 U 6.4 MMSN 1.1 MMSN 1.5 MMSN 1.6 MMSN 2.4 MMSN 2.7 MMSN 2.8 MMSN 2.9 MMSN 4.6 MMSN 5.3 ESN 1.1 ESN 1.5 ESN 1.10 ESN 1.11 ESN 5.4 ESN 6.1 ESN 6.2 VI 4.25</p>
<p>Week 4</p>	<p>Diversity, Cultural Perspectives on Disability and Education, English Language Learners with Disabilities</p>	<p>Activity</p> <ul style="list-style-type: none"> • Practice Quiz: Check Your Knowledge • Review Home Environmental 	<p>Readings: Chapter 3: <i>Multicultural Perspectives</i></p> <p>Chapter 4 (Cont.): <i>Collaboration in Special Education</i></p>	<p>U 1.1 U 1.6 U 2.2 U 2.4</p>

<ul style="list-style-type: none"> • Factors contributing to disproportionate representation in special education and gifted education • Culture, learning styles, disability, and Cultural competence • 2nd language development and instructional approaches for English Language Learners (ELLs) with disabilities <ul style="list-style-type: none"> ○ Bilingual Education, English as a Second Language & Sheltered English approaches ○ *In California: English Language Mainstream (ELM), Structured English Immersion (SEI) and Alternative Program (ALT) • Distinguishing between disability and language differences <p>Risk Factors relating to developing disabilities:</p> <ul style="list-style-type: none"> • Biological and environmental risk factors causing disability and their prevention • Prevention strategies – with focus on Early Intervention as a key to preventing or minimizing the impact of disabilities • Resilience and protective factors • Requirements of a Mandated Reporter <p>Early Intervention Services & the Individualized Family Service Plan (IFSP)</p>	<p>Health and Safety Assessment Tool</p> <ul style="list-style-type: none"> • Harvard Implicit Association Test (IAT) – Disability IAT • Review: Guide for Educating English Learners with Disabilities • Review CDC Milestones App and website and California resources for early intervention supports <p>Videos</p> <ul style="list-style-type: none"> • <i>Adverse Childhood Experiences (ACE Study</i> (TED Talk) • <i>Born in the Gray Zone</i> (A family’s experience when their daughter was born just under 24 weeks gestation) • Introduction to Culturally Relevant Pedagogy 	<p>IRIS Module: Dual Language Learners with Disabilities: Supporting Young Children in the Classroom</p> <p>Online Quiz #4</p>	<p>U 4.4 U 6.2 MMSN 3.3 MMSN 5.4 ESN 1.1 ESN 5.5 ESN 5.6 ECSE 6.1 ECSE 6.6</p>
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	<ul style="list-style-type: none"> Community resources Transitions from early intervention services to preschool special education services 			
<p>Week 5</p>	<p>Supporting Students with Specific Learning Disabilities</p> <ul style="list-style-type: none"> Definition/Eligibility Requirements Dyslexia as an SLD Role of assessment in identification process Causes, Risk Factors Characteristics Impact on cognition Impact on academic learning: https://ca-literacy-dyslexia-collab.ucla.edu/introduction-to-dyslexia/ <p>Assessment and Instructional Approaches</p> <ul style="list-style-type: none"> The roles of the general educator and special educator (Teacher of Students with Mild/Moderate Disabilities) and related service personnel Accommodations and Modifications Multi-Tiered System of Support (MTSS), e.g. Response to Intervention (RtI) Universal Design for Learning (UDL) – Key principles Principles of Effective Instruction: Direct Instruction; Strategic, systematic, structured literacy instruction Strategy Instruction 	<p>Videos/Clips:</p> <ul style="list-style-type: none"> Radio Story – Unlocking Dyslexia Gavin Newsom Interview regarding his views (positive) and personal experience with dyslexia <p>Followed by collaborative interdisciplinary discussion of joint responsibility of general and special education teachers to ensure students’ success across educational settings</p> <ul style="list-style-type: none"> TED-Ed – What is Dyslexia? Kelli Sandman-Hurley Understood - Dyslexia and the Brain <i>When the Chips are Down</i> (Rick Lavoie on Learning Disabilities and Self-esteem) <i>Direct Instruction: “I do, We do, You do”</i> SQ3R – (a reading comprehension strategy) <p>Activities</p> <ul style="list-style-type: none"> Dyslexia simulations (and why they can be misleading) The Friembly Bog 	<p>Readings:</p> <ul style="list-style-type: none"> Chapter 5: <i>Students with Specific Learning Disabilities</i> CA Dyslexia Guidelines: - Ch 1 and 8 <p>Online Quiz #5 Introduction to Dyslexia - UC/CSU Collaborative Introduction to Dyslexia Module</p>	<p>U 1.4 U 3.2 U 3.4 U 4.4 MMSN 2.1 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ESN 5.2 ECSE 2.5 ECSE 4.2 TPE 7.2 TPE 7.5 TPE 7.10</p>

	<ul style="list-style-type: none"> Assistive Technology 	<ul style="list-style-type: none"> Visual perception and Visual-Motor perception difficulties simulation Auditory perception simulation Writing difficulty demonstration Oral language difficulty demonstration PEMDAS – use mnemonic to solve math problem Memory activity Demo benefits of digital text Make a graphic organizer to remember 6 key principles of IDEA (extra credit if out of time) 		
<p>Week 6</p>	<p>Supporting Students with Intellectual Disabilities and Students with Severe Disabilities</p> <ul style="list-style-type: none"> Definition/Eligibility Requirements Role of assessment in identification process Causes, Characteristics and Classification Impact on cognition <ul style="list-style-type: none"> Piaget’s learning theory: stages of cognitive development Impact on academics 	<p>Videos/Clips:</p> <ul style="list-style-type: none"> <i>What’s in a Name? No Good Way to Say the R Word.</i> <i>Things People with Down Syndrome are Tired of Hearing</i> <i>Iceland on the Verge of Eliminating Down Syndrome</i> <i>College Students with an Intellectual Disability</i> <i>Fragile X</i> <i>Fetal Alcohol Syndrome</i> <p>Activity</p>	<p>Readings: Chapters 8: <i>Students with Intellectual Disabilities</i></p> <p>Chapter 14: <i>Students with Severe and Multiple Disabilities</i></p> <p>Online Quiz #6</p>	<p>U 4.4 MMSN 2.1 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ESN 5.2 ECSE 2.5</p>

	<p>Curricular Options</p> <ul style="list-style-type: none"> • Access to the Core curriculum • Functional academics • Life skills curriculum (Daily living skills, Social skills, Employment skills) <p>Assessment and Instructional Approaches</p> <ul style="list-style-type: none"> • The roles of the general educator and special educator (Teacher of Students with Mild/Moderate Disabilities; and/or Teacher of Students with Moderate/Severe Disabilities) and related service personnel • Accommodations and Modifications • Need for small group instruction and positive reinforcement strategies • Assistive Technology 	<ul style="list-style-type: none"> • Think/Pair/share – What are key Differences between SLDs and IDs? • Online Practice Quiz: Check Your Knowledge (www.socrative.com) • Spread the Word: Inclusion (website review) • 		
Week 7	<p><i>Supporting Students with Intellectual Disabilities and Students with Severe Disabilities – Continued</i></p> <p>Assessment and Instructional Approaches</p> <ul style="list-style-type: none"> • Scaffolding and Vygotsky's Zone of Proximal Development • Task analysis and behavioral chaining • Systematic use of instructional prompting; fading of prompts • Community resources, supports and services • Assistive and Augmentative Communication (AAC) approaches 	<p>Video</p> <ul style="list-style-type: none"> • <i>Communication Passports</i> • <i>World Down Syndrome Day #WoudntChangeAThing</i> • WHY CBI? Community Based Instruction - YouTube • “Exact Instructions Challenge” (Task Analysis for making a PBJ Sandwich) <p>Activities</p> <ul style="list-style-type: none"> • Think/Pair/Share: Task analysis • Jeopardy Game – Mid-term review 	<p>Readings.:</p> <p>Chapters 8 (Cont.): <i>Students with Intellectual Disabilities</i></p> <p>Chapter 14 (Cont.): <i>Students with Severe and Multiple Disabilities</i></p>	<p>U 4.4 MMSN 2.1 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ESN 5.2 ECSE 2.5</p>

	Midterm Exam Review			
Week 8	MIDTERM EXAM!			
Week 9	<p>Supporting Students with Behavior/Emotional Problems and Students with ADHD</p> <ul style="list-style-type: none"> • Definition/Eligibility Requirements • Role of assessment in identification process • Characteristics • Causes • Impact on learning <p>Assessment and Instructional Approaches</p> <ul style="list-style-type: none"> • The roles of the general educator and special educator and related service personnel • Functional assessment of behavior (ABCs) • Positive behavioral supports (e.g. use of proximity, redirection, self-management/self-monitoring, behavior contracts, develop appropriate cognitions) • Multi-Tiered Systems of Support (MTSS) for Positive Behavior Interventions and Support (PBIS) • Reinforcement strategies (e.g. intrinsic reinforcement, social 	<p>Activities</p> <p>Videos</p> <ul style="list-style-type: none"> • Tariq Zubhuze: “If you’re 11 years old and you’re drunk, it’s a problem” 	<p>Readings:</p> <p>Chapter 6: <i>Students with Attention Deficit- Hyperactivity Disorders</i></p> <p>Chapter 7: <i>Students with Emotional and Behavioral Disorders</i></p> <p>Online Quiz #7</p>	<p>U 2.1 U 2.6 U 4.4 MMSN 1.7 MMSN 2.1 MMSN 2.5 MMSN 2.6 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 MMSN 4.3 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ESN 5.2 ECSE 2.5</p>

	<p>reinforcers, contingent access, token-economy systems)</p> <ul style="list-style-type: none"> • Classroom management strategies • Accommodations and Modifications • Community resources, supports and services • Assistive Technology – Apps for Behavior Support 			
Week 10	<p>Supporting Students with Autism Spectrum Disorders (ASD)</p> <ul style="list-style-type: none"> • Definition/Eligibility Requirements • Role of assessment in identification process • Characteristics • Possible Causes • Impact on learning <p>Assessment and Instructional Approaches</p> <ul style="list-style-type: none"> • The roles of the general educator and special educator • Communication approaches (e.g. PECS) • Play-based interventions • Applied Behavior Analysis (*Skinner) – Video clip • Positive Behavioral Supports • Dietary, bio-medical, and pharmacological interventions • Assistive Technology 	<p>Activities:</p> <ul style="list-style-type: none"> • Think/Pair/Share: Neurodiversity – what does it mean? • Think/Pair/Share: Describe the teaching strategies observed and the social, communication and behavior characteristics you observed in the <i>Breakthroughs</i> video. • Signs of Autism Poster (Autism Acceptance positive viewpoint) <p>Videos/Clips:</p> <ul style="list-style-type: none"> • Steve Silberman TED Talk: The forgotten history of autism • Understanding the Spectrum: • Things NOT to say to an autistic person • <i>Carly Fleishman's Story</i> 	<p>Readings: Chapter 10: <i>Students with Autism Spectrum Disorder</i></p> <p>Online Quiz #8</p>	<p>U 4.4 MMSN 2.1 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ESN 5.2 ECSE 2.5</p>

		<ul style="list-style-type: none"> • <i>Stephen Wiltshire – The Living Camera</i> • <i>Demo of PECS: Phase 1</i> • DIR Floortime • <i>“Be Like Buddy” – Social Story for Anger Management</i> • Discrete Trial Teaching (DTT) • <i>Sesame Workshop: Thomas uses a tablet to communicate</i> 		
Week 11	<p>Supporting Students with Communication Disorders</p> <ul style="list-style-type: none"> • Definitions of Speech Impairment and Language Disorders • Characteristics • Possible Causes • Impact on Learning <p>Instructional Approaches</p> <ul style="list-style-type: none"> • The roles of the General Education and Speech & Language Pathologist (SLP) • Accommodations and Modifications • Language Intervention Strategies • Augmentative and Alternative Communication systems (AAC) 	<p>Activities</p> <ul style="list-style-type: none"> • Group Activity – Communication without speech • Pairs Activity – Use of a Letterboard to Communicate • Demo Communication app for iPhone (“Speech Assistant”) <p>Videos/Clips:</p> <ul style="list-style-type: none"> • Identifying the signs of Communication Disorders (ASHA PSAs) • 8-year-old with mixed expressive language disorder • <i>How to Use a Letterboard to Communicate</i> • <i>iPhone Commercial – Voice Disorder</i> 	<p>Readings: Chapter 9: <i>Students with Speech and Language Disorders</i></p> <p>Online Quiz #9</p>	<p>U 4.4 MMSN 1.2 MMSN 1.3 MMSN 2.1 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.1 MMSN 4.2 ESN 1.8 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ECSE 2.</p>

		<p><i>example</i></p> <ul style="list-style-type: none"> • <i>Big Bang Theory – Example of Speech Impairment (substitutions)</i> • <i>Drew Lynch – Example of Fluency Disorder (stuttering)</i> • <i>S-S-Shit Fluent People Say (to People who Stutter)</i> • <i>AAC – How to Use a Letterboard</i> • <i>Stephen Hawking using synthesized speech on Big Bang Theory</i> 		
<p>Week 12</p>	<p>Supporting Students with Hearing Loss</p> <ul style="list-style-type: none"> • Definitions (Deafness and Hard of Hearing) • Characteristics of Sensorineural and Conductive Hearing Losses • Possible Causes and Prevention • Impact on learning <p>Instructional Approaches</p> <ul style="list-style-type: none"> • The role of the general educator and special educator (Teacher of Deaf and Hard of Hearing Students) and related services personnel • Oral, manual, bilingual/bicultural and total communication approaches • Instructional strategies for students with hearing loss 	<p>Videos/Clips:</p> <ul style="list-style-type: none"> • <i>Signs Restaurant</i> • <i>High Frequency Hearing Test</i> • <i>Dreams Spoken Here (Oral Communication Approach), OR</i> • <i>Making Connections: Speech Language Pathology (SLP) and Audiology</i> • <i>My Deaf Family – Pilot</i> • <i>Keith Wann: ASL Performing Artist</i> • <u>Why I don't sound Deaf</u> • <u>Lip Reading Challenge</u> • <u>How do cochlear Implants work?</u> 	<p>Readings: Chapter 11: <i>Students with Deafness and Hearing Loss</i></p> <p>Online Quiz #10</p>	<p>U 4.4 MMSN 2.1 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.2 ESN 4.4 ESN 5.2 ECSE 2.5</p>

	<ul style="list-style-type: none"> • Community resources, supports and services • Assistive technology (closed captioning, real-time captioning, assistive listening devices, alerting devices, relay operator services) 	Activities: <ul style="list-style-type: none"> • Speech Reading Activity • Simulation of how sounds are perceived through a cochlear implant 		
Week 13	Supporting Students with Blindness or Low Vision, and those with Dual Sensory Impairments (Vision & Hearing Loss) <ul style="list-style-type: none"> • Definition/Eligibility Requirements • Possible causes and characteristics • Impact on learning <p>Instructional Approaches</p> <ul style="list-style-type: none"> • The role of the general educator and special educator (Teacher of Students with Visual Impairments - TVI) and related services personnel (O&M, braille transcriber, APE, etc.) • The Expanded Core Curriculum for Blind and Visually Impaired Students (ECC) • Instructional strategies for students who are blind and for those who have low vision • Community resources, supports and services • Assistive Technology 	Activities <ul style="list-style-type: none"> • How the brain impacts vision • Color Vision Deficiency “test” • iOS app demonstrations (Seeing AI, Be My Eyes) • Paired activity – practice describing photos/videos for ‘visually impaired’ person: one blindfolded/one describes photo; switch – then one describes video • “Redesign the Classroom Bulletin Board” (ID concerns for visual accessibility and recommend changes) • Solve Braille Riddles (extra credit if out of time) <p>Videos/Clips</p> <ul style="list-style-type: none"> • Be My Eyes • <i>Echolocation</i> – Brian Bushway 	Readings: Chapter 12: <i>Students with Visual Impairments</i> <p>Handout: Digital citizenship</p> <p>Online Quiz #11</p>	U 4.4 MMSN 2.1 MMSN 2.2 MMSN 2.9 MMSN 3.2 MMSN 3.3 MMSN 4.2 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.2 ESN 4.4 ESN 5.2 VI 2.1 VI 2.9 VI 4.20 VI 4.27 VI 5.5 VI 5.15 ECSE 2.5

		<ul style="list-style-type: none"> • <i>Nike Commercial</i> • Norwegian Society for the Blind PSA (dog guides) • Add a Video on Deaf blindness • Visualizing Visual Impairments – Parts I & II • <i>Tommy Edison</i> – Do Blind People Understand Vision? • <i>Tommy Edison</i> – Intangible Concepts to a Blind Person • <i>Tommy Edison & Christine Ha</i>: Born Blind vs Becoming Blind • O&M – Lighthouse Central Florida • Camp Abilities 		
Week 14	<p>Supporting Students with Physical Disabilities, Brain Injury and Health Impairments</p> <ul style="list-style-type: none"> • Definition/Eligibility Requirements • Causes and Characteristics • Impact on Learning <p>Recognizing and Responding to Medical Emergencies</p> <ul style="list-style-type: none"> • The Individualized Health Care Plan (IHCP) • Seizures • Asthmatic episodes • Insulin reactions (hypoglycemia) • Universal precautions <p>Instructional tips and strategies</p> <ul style="list-style-type: none"> • The role of the general educator and special educator (Teacher of 	<p>Videos/Clips:</p> <ul style="list-style-type: none"> • <i>A Day in the Life of Richard Devylder</i> • <i>Josh Blue</i> – Comedian with Cerebral Palsy • <i>Zach Anner: Top 10 thinks I wish People knew about CP</i> • <i>Traumatic Brain Injury: Brett's Story</i> • <i>Aaron Fotheringham "Wheelz"</i> – (world's first wheelchair front flip) • <i>What to Do</i> – grand mal seizure • <i>Absence Seizure</i> • <i>What to Do</i> – absence seizure • <i>Be an Asthma Buddy</i> 	<p>Readings:</p> <p>Chapter 13: <i>Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments</i></p> <p>Online Quiz #12</p>	<p>U 2.4 U 4.4 MMSN 2.1 MMSN 2.2 MMSN 2.3 MMSN 2.9 MMSN 2.11 MMSN 3.2 MMSN 3.3 MMSN 4.5 ESN 2.2 ESN 2.5 ESN 3.2 ESN 3.3 ESN 3.4 ESN 3.5 ESN 4.4 ESN 4.6 ESN 6.5</p>

	<p>Students with Physical and Health Impairments - PHI) and related services personnel (PT, OT, APE, SLP, etc.)</p> <ul style="list-style-type: none"> Assistive Technology; including AAC, Mobility devices 	<p>(what to do for an asthma episode)</p> <ul style="list-style-type: none"> Diabetes Overview SickKids vs. Undeniable (Children's Hospital Promo) Handwashing Video (Jimmy Kimmel) Keep Moving Forward: Children with Brain Injuries 		ECSE 2.5
Week 15	<p>Supporting Students who are Gifted and Talented, including those with disabilities</p> <ul style="list-style-type: none"> Definitions/Eligibility Requirements Characteristics Factors contributing to the development of giftedness Impact on learning <p>Instructional Approaches</p> <ul style="list-style-type: none"> Learning theories of Lewis Termin, Joseph Renzuli, Robert Sternberg and Howard Gardener Enrichment approaches Acceleration approaches 	<p>Videos/Clips:</p> <ul style="list-style-type: none"> Emily Bear– musical prodigy Ellen Show – Is Andy Smarter than a Child Genius? Twice Exceptional (AKA 2e) Battle of the Brains If Time: Gee Whiz Kids 	<p>Readings:</p> <p>Chapter 15: <i>Students who are Gifted and Talented</i></p>	<p>U 4.4</p> <p>MMSN 2.1</p> <p>MMSN 2.9</p>
Week 16 Final	FINAL EXAM!			

V. Required Text

Friend, Marilyn (2018). *Special education: Contemporary perspectives for school professionals* (5th ed.). Pearson.

[California Dyslexia Guidelines. \(2018\).](#)

Suggested Readings

The course Canvas site has multiple resources for additional information relating to the general course content and each of the areas of exceptionality addressed in this course. Many of the resources provide additional practical instructional strategies for general education and special education teachers.

VI. Grading

Assignments, Points and Percentage of Course Weight

Assignments *Students completing optional extra credit may earn additional points	Due	Weight (%)	Points
➤ Online Quizzes (12 at 5 points each)	See Schedule	30%	60
➤ Midterm Exam	See Schedule	20%	40
➤ Final Exam	See Schedule	20%	40
➤ Assignment #1	See Schedule	15%	30
➤ Assignment #2	See Schedule	15%	30
TOTAL POINTS		100%	200

Division Grading Scale

Points	Percentage	Grade
188 and up	94% -100%	A
180 – 187.99	90% - 93.99%	A-
174 – 179.99	87% - 89.99%	B+
168 – 173.99	84% - 86.99%	B
160 – 167.99	80% - 83.99%	B-
154 – 159.99	77% - 79.99%	C+
148 – 153.99	74% - 76.99%	C
140 – 147.98	70% - 73.99%	C-
134 – 139.99	67% - 69.99%	D+
128 – 133.99	64% - 66.99%	D
122 – 127.99	61% – 63.99%	D-
127.98 and lower	0% – 60.99%	F

Instructor Policy about Late Assignments:

Points will be deducted for late assignments unless emergency notification has been made to the course instructor. Course Incompletes will be granted only in accordance with university policy.

VII. Assignment Descriptions and Rubrics

A. Optional Extra Credit (10 points)

Students may choose one of the following options for a maximum of 10 extra credit points.

***Other Extra Credit:** The instructor may choose, at her discretion, to provide additional extra credit opportunities (typically 2 points) *for students who are present in class*. These opportunities will not be available to students who are not present. These options will typically be given at the *end* of a class and must be turned in by the following week's class.

Extra Credit Option #1:

“Youth Suicide: A Silent Epidemic” – Module 5: 2021 - The Jason Foundation

Purpose: To understand the national health issue of youth suicide.

Skills & Knowledge: How to recognize and respond to at-risk individuals and assist in creating an action plan. Addresses, warning signs, elevated risk factors and resources for support.

Tasks: Complete the 2-Hour module entitled “Youth Suicide: A Silent Epidemic” (Module 5) -

- You will have to register (email + password) to complete this module.
<https://learn.jasonfoundation.com/blog/category/2-credit-hours/>
- The module has 5 “chapters” with videos ranging from 8 minutes to 30 minutes. After each video, there is a simple True or False question you must answer. After the final video, there is a 10 question “review quiz”.
- When completed, print your Certificate of Completion.
- **Submission Format:** Scan and submit your Certificate of Completion to the course Canvas site no later than Week 15 of the semester (see course schedule above for date).

Time Required: Approximately 2 hours.

Criteria for Success: Successful completion results in a Certificate of Completion (as described above) submitted to the course Canvas site – no later than Week 15 of the semester (see the course schedule above).

Extra Credit Option #2

Disability Rights Law Overview (Module from New England ADA Center)

Purpose: To understand major federal disability rights laws: the Americans with Disabilities Act, the Rehabilitation Act, the Fair Housing Act, and the Air Carrier Access Act.

Skills & Knowledge: At the end of the module, students should be able to determine which laws apply to different discriminatory situations.

Tasks: Complete the 2-Hour module entitled “Disability Rights Overview.”

- You will have to create a free account.
- The module has 6 “topics” addressing disability rights laws (topics 7-9 are blank) which is very practically oriented, featuring 2 sample individuals.

- You will have practice quizzes as you go through the topics.
- You must pass the final exam (10 questions) with 80% accuracy. The questions are challenging, but you have three attempts to pass. The practice questions are very helpful.
- Upon successful completion, you can immediately download a Certificate of Completion.
- **Submission Format:** Scan and submit your Certificate of Completion to the course Canvas site no later than Week 15 of the semester (see course schedule above for date).

Time Required: Approximately 2 hours.

Criteria for Success: Successful completion results in a Certificate of Completion (as described above) submitted to the course Canvas site – no later than Week 15 of the semester (see the course schedule above).

B. Weekly Quizzes on Canvas:

There will be weekly short quizzes (12), worth 5 points each, using the Canvas Quiz feature. These quizzes will typically address chapter content that may not be covered in class, except for the weekly module addressing students with learning disabilities. That weekly quiz will address the online module “*Introduction to Dyslexia*”, a UC/CSU Collaborative for neurodiversity and learning (more information below).

Questions may range from ¼ point to 1 full point and may include multiple choice, fill in the blank, true/false, or matching types. These quizzes are not timed and are “open book” and may be taken at any point during the assigned week (see Syllabus Schedule and Canvas site for deadlines). These quizzes are set for two attempts, so if you are unhappy with your score, you may retake the quiz. The highest score will be recorded.

Online Module: “Introduction to Dyslexia” “*Introduction to Dyslexia*”, a UC/CSU Collaborative for neurodiversity and learning.

- **Purpose:** To understand major features, characteristics and current research relating to dyslexia.
- **Skills & Knowledge:** Students will be able to identify key aspects of current definitions of dyslexia, describe potential characteristics of dyslexia across the school-age years, discuss new research related to neurological processes in dyslexic students, and identify strategies for consulting with families.
- **Tasks:** Complete the online module “*Introduction to Dyslexia*”, a UC/CSU Collaborative for neurodiversity and learning.
 - Read the first two chapters of the California Dyslexia Guidelines (pp. 3 – 8, only 5 pages total)
 - Complete the module at this link: [Introduction to Dyslexia – UC/CSU California Collaborative for Neurodiversity and Learning \(ucla.edu\)](https://ucla.edu/uc-csu-collaborative-for-neurodiversity-and-learning)
 - Take the 10 point quiz on Canvas to test your knowledge! You may take the quiz twice and your highest score will be kept.

C. Midterm & Final Exams:

The midterm and final examinations will be given on Canvas, during the class period, will each be worth 40 points and consist of multiple choice and true/false items. Items may be worth ½ to 1 point each. The

midterm exam addresses content from the first half of class and the final exam addresses content from the 2nd half of class. The examinations are used to assess breadth of understanding of the content from the readings and lectures.

Suggestions for successful exam preparation:

1. Attend classes and take notes! Get notes from a classmate if you miss class.
2. *Prior to each class*, download copies of the Weekly PowerPoints from Canvas (see end of syllabus for directions). Printing out the weekly PowerPoint handouts will make it much easier for you to take notes during class.
3. Use the Weekly PowerPoints (on Canvas) to serve as a study guide for the midterm and final exams. Take additional notes from the text relating to the topic headings on the PowerPoints.
4. Take advantage of Extra Credit opportunities (some require presence in class)!
5. Play the Jeopardy Games posted on Canvas (posted the week before the midterm and final exams)

D. Two Assignments (Choose two from Options Below):

There are two assignments for this class, and each is worth a total possible of 30 points. Students must choose two different assignments from the options (**Projects A, B, C, D, and E**) described at the end of this syllabus. *Students who are pursuing a Multiple Subjects Credential must choose option A for one of their assignments unless they provide a note from their faculty advisor. The directions and format for each assignment option are included at the end of this syllabus. **Assignments are to be uploaded to the course CANVAS site by the beginning of class on the due date.**

Student assignments are used to assess depth of understanding on selected topics. Some completed assignments may be appropriate for inclusion in professional and assessment portfolios that will be developed throughout your credential and/or MA degree programs. Written assignments must be word-processed using standard written English. Carefully check written work for errors in spelling and grammar and please remember to use people-1st language where appropriate in your assignments! If you would like feedback on your assignment prior to submission – please email it to the course instructor at least one week in advance.

Project Option A – Observation and Interview Summary (30 points)

NOTE: *While all students may choose this assignment option, it is required for candidates pursuing the Multiple Subjects credential. This is a signature assignment for students pursuing the MS credential to address CTC Standard 13: Preparation to Teach Special Populations and to strengthen their preparation for the Teacher Performance Assessments (TPAs). Students in the MS credential program wishing to complete an alternative assignment must provide a note of written consent from a faculty advisor.*

Purpose: To develop skills in critical reflection and evaluation of special education instruction.

Skills and Knowledge:

- Identification and understanding of the impact of various disabilities on learning
- Understand the role and responsibilities of the special education teacher
- Identification and description of various teaching methodologies
- Critical evaluation of the successfulness of various teaching approaches

Tasks:

- 1) Observe *at least* one entire lesson (minimum of one hour) in a classroom taught by a special education teacher serving children/youth with an identified exceptionality. Only one observation and interview summary may be completed for course credit.

- 2) Conduct a brief interview of the special education teacher. The teacher's interview responses may be either directly quoted or summarized (please be clear which).
- 3) Write a summary of your observation and interview using the headings and format outlined below.

Format for your Summary: Please write your summary using the headings and numbered sub-headings for each of the information items provided below. It is suggested you copy and paste the summary outline below – and respond to each of the prompts. Typical length of papers ranges from 4 - 6 pages depending upon line spacing, margins, etc. Hard copy to be turned in, in class.

Background Information (3 points max.): **CaITPE C1A, CaITPE C2A**

1. Date and Time of Visitation:
2. Name of School/Site Visited:
3. Name of teacher? Where educated? Type(s) of credential(s) held? How long has the instructor taught?
4. What Type of Special Education Classroom setting did you observe? (e.g., Special Day Class, Resource Specialist Program, Special School):
5. Provide the number of teachers, instructional support personnel (e.g., aids or other adults) and students in the class.
6. What was the age range or class year of the students?
7. What disabilities were the students identified with?

Interview Questions for the Special Education Teacher (10 points max.): Interview responses may be either directly quoted or summarized (please be clear which).

1. To what degree are your students integrated within the general education program?
2. What are some ways you provide supports for students receiving special education services within the general education program?
3. Are you using universal design for learning (UDL) strategies in your classroom? If so, can you give some examples of how? If not, what kinds of teaching strategies/instructional approaches have you found effective in creating a supportive learning environment with your students? **CaITPE C1B, CaITPE C1E, CaITPE C1F**
4. What kinds of strategies have you used to address problem behaviors in the classroom?
5. What do you find most challenging as a Special Education Teacher? What do you find most rewarding?

Describe the Learning Environment (3 points). **CaITPE C1E**

1. Describe the layout of the physical environment. Include descriptions of furniture placement and décor.
2. Describe the environment in terms of safety (emotional & physical), positivity and supportiveness - and what aspects contribute to a safe and positive learning environment.
3. What recommendations do you have for improvement to either the physical layout, positivity or safety?

Describe the Classroom Activities You Observed (8 points max.): Be sure to provide sufficient detail in your descriptions here!

1. Describe the subject(s) being taught.
2. Describe in detail, each of the activities your observed and any materials used to teach the subject.
3. Describe the participation of the students.
4. Describe the teaching strategies/methods used (exactly what did the teacher do and how they did it).
5. Were students in groups for any portion of the lesson? If so, what was the grouping strategy? **CaITPE C2B**
6. How did the teacher assess student learning? **CaITPE C2B**
7. Describe the modifications and accommodations used for students with special needs (ask the teacher about these if you are not able to identify them from the observation). **CaITPE C2B**

Reflection Upon the Instructional Practices Observed: (6 points max.) Summarize your responses to the following: **CaITPE C1F, CaITPE C1G**

1. What aspects of the lesson were successful? (Be specific)
2. What changes would you recommend for the teacher's next lesson? Explain why. **CaITPE C1G**

3. Were the teaching strategies you observed effective? Did they lead to creating a safe, positive and supportive learning environment? Support your opinion with a description of why or why not. **CalTPE C1B**
4. Reflect upon any collaboration you observed amongst the teacher and support personnel (e.g., paraprofessionals, co-teachers, etc.) in the classroom. What aspects of collaboration that you observed would you use in your classroom? Or, what recommendations do you have for increased or more effective collaboration? **CalTPE C1F, CalTPE C1G, CalTPE C2B**
5. Other impressions from your observation or interview?

4) **Submission Format:** Upload your Observation and Interview Summary to the course Canvas site by the due date indicated on the course schedule. Microsoft Word documents or Adobe pdf documents are acceptable. This instructor cannot open Page documents, so please convert as needed.

Criteria for Success: Successful summary reports use the format described above, are professionally written, provide complete and detailed descriptions of your observations, and show thoughtful critical reflection on the interview responses received and instructional practices observed.

Time Required: The observation and interview will typically take a minimum of 90 minutes. Time spent on writing the summary report will vary amongst individuals, but students should plan on at least an additional 2 – 3 hours to write the summary report.

Rubric:

POINTS	Summary Report Qualities
27 – 30 pts.	The Summary: <ul style="list-style-type: none"> • Is turned in on-time, and • Is well detailed, and provides all information for format given • Demonstrates strong understanding, accuracy and well thought out content for the topic chosen • Provides evidence of critical / analytical thought and discussion regarding the topic • Is well-edited for correctness, grammar, punctuation, and spelling (if a written assignment) • Information from resources (modules, readings, people, etc.) is cited appropriately.
24 - 26 pts.	The Summary: <ul style="list-style-type: none"> • Is turned in late, and/or • Shows fair to good understanding of content and provides mostly correct fair to good level of detail • Contains mostly appropriate and correct content for the topic chosen • Provides some discussion regarding the topic • Has minor errors in grammar, punctuation, and spelling (if a written assignment)
21 - 23 pts.	The Summary: <ul style="list-style-type: none"> • Is turned in late, and/or, • Is shorter than the required length, missing content, or incomplete • Fails to provide significant portions of the format provided • Contains some incorrect or inappropriate content for the topic chosen • Fails to discuss or provide personal insight regarding the topic • Needs significant correction in spelling, grammar, and punctuation (if written assignment)
18-20 pts.	The Summary: <ul style="list-style-type: none"> • Is turned in late, and/or, • Does not follow format provided and/or is incomplete, lacks detail and comprehensiveness • Fails to address the topic or has inappropriate content with significant errors • Needs significant correction in spelling, grammar and punctuation (if written assignment)
0 - 17 pts.	The Summary: <ul style="list-style-type: none"> • Is turned in late or not turned in at all • Is incomplete, missing content, and/or lacks detail and comprehensiveness • Does not address the topic options or does not follow the format provided

	<ul style="list-style-type: none"> • Has plagiarized, inappropriate and/or incorrect content • Is difficult to understand due to spelling, grammar, and punctuation errors (if a written assignment)
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Project Option B: Presentation on Smart Phone Accessibility Features (30 points)

Purpose: To become familiar with key accessibility features of smart phones. Modern cell phones have become one of the most powerful learning tools available for both children and adults. For individuals with disabilities, both iOS and Android phones have *many* built-in features to make the phones accessible. For example, for people who are blind, both iPhones and Android phones have built-in screen-readers (VoiceOver and TalkBack), so that with simple gestures any print on the screen can be read aloud. **CaITPE C1B, CaITPE C1D, CaITPE C2G**

Skills and Knowledge:

- Recognition of accessibility needs for individuals with disabilities
- Identification, description and demonstration of various iOS or Android accessibility features

Tasks: You will develop a video or a multi-media PowerPoint presentation (i.e., a PowerPoint that includes a combination of text, audio or written descriptions, and photos and video clips) that illustrates at least five key accessibility features of either an iPhone or an Android mobile phone.

- 1) Research and review internet resources that provide information on iPhone or Android accessibility features. The focus is on features that are *built-in* to the devices vs. apps that may be downloaded. Here are a couple of sites that may be of assistance, though there are many more:
 - Android Accessibility: <https://www.android.com/accessibility/>
 - iPhone Accessibility: <https://www.apple.com/accessibility/iphone/>
- 2) Develop a video or multi-media PowerPoint presentation (i.e., a PowerPoint that includes a combination of text, audio or written descriptions, and photos and video demonstrations) that illustrates at least five key accessibility features of either an iPhone or an Android mobile phone. **CaITPE C1D**
- 3) In your presentation, be sure to:
 - Identify (name) and describe each of the five features.
 - Indicate specifically how each feature might benefit individuals with disabilities.
 - Demonstrate how each feature works (video clips will be needed here for most features).
- 4) **Submission Format:** Upload your completed presentation to the course Canvas site by the due date indicated in the course schedule.

NOTE: This is a “show me” presentation. Your goal is to *demonstrate* how specific accessibility features can benefit someone with a disability who uses a smart phone. It does not need to be an in-depth “how to” instructional presentation on each accessibility feature.

Resources: There are many internet resources that you can explore that will provide information on iPhone or Android accessibility features. Here are a couple sites that may be of assistance:

- 1) Android Accessibility: <https://www.android.com/accessibility/>
- 2) iPhone Accessibility: <https://www.apple.com/accessibility/iphone/>

Time Required: Time to complete will vary amongst students, and one’s familiarity with developing videos or multi-media presentations can greatly impact the time it will take to complete this assignment. *For those who are already proficient in making videos and/or developing multi-media PowerPoints*, it is anticipated that at least 5 hours will be required to research smart phone accessibility features and develop the presentation.

Criteria for Success: Quality presentations will clearly and correctly illustrate at least five key accessibility features of an iOS or Android smart phone, include a clear demonstration of each feature, and be well organized and professionally developed.

Grading Rubric for Project B

Required			
	20 points	16 – 19 points	15 or less points
Content	At least five key accessibility features are illustrated in clear, complete, and correct manner. The presentation clearly illustrates/demonstrates how the feature will benefit someone with a disability.	Five key accessibility features are addressed, most are illustrated in a clear/correct manner. Benefit to individuals with disabilities is mostly provided.	Less than five accessibility features are addressed; OR five are addressed, but the majority are not illustrated in a clear or correct manner; OR do not discuss benefit to individuals with disabilities.
	5 points	3-4 points	2 or less points
Quality of Video OR Use of multi-media	Presentation media (video or PowerPoint) allows for clear and complete illustration of each of the accessibility features.	Presentation media allows for some illustration of accessibility features but lacks full clarity.	Presentation media used does not allow for clear demonstration of the various accessibility features.
	5 points	3-4 points	2 or less points
Organization, spelling/grammar	Presentation is well organized, clear, correct and uses appropriate spelling and grammar.	Most information is organized in a clear, logical way, and/or presentation has minor spelling or grammatical errors.	Presentation would be strengthened with significant re-organization and/or has significant spelling or grammatical errors.

Project Option C: IRIS Module – “Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students” (30 points)

Purpose: To develop a sound understanding of the key principles of universal design for learning (UDL).

Skills & Knowledge:

- Understand key principles of universal design for learning
- Identify potential learning barriers in common instructional components
- Suggest alternative approaches that reflect UDL principles that will address the identified learning barriers.

Tasks: The Project IRIS Module on Universal Design for Learning (UDL) can be found on-line at: <http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm>

- 1) Review the Challenge, Thoughts, and Perspectives and Resources sections of the Project Iris UDL Module. *The main content of the module is in Perspectives and Resources section.

- 2) Download the following worksheet from the Canvas course site and complete it, following the prompts.
Submission Format: Upon completion of the module, complete the worksheet and upload to Canvas.

Download a copy of this worksheet in the course Canvas site.

IRIS MODULE: "Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students"			
1. In your own words, compare and contrast "traditional instructional" approaches with the three key principles of Universal Design for Learning (UDL). (3 points).			
2. How are <u>written</u> UDL learning goals different from written "traditional learning goals"? Provide two distinct differences. (2 points).			
3. Print materials, such as print textbooks or handouts, are inflexible because lack the ability to be modified for teaching. Give three detailed examples of how teachers can modify <u>digital text</u> for various reading or learning needs. (3 points).			
4. Complete the Barsch Inventory in the UDL module (pg. 1). <u>Take a screen shot or photo of your final scores</u> and paste it here. Then, discuss how well you think your preferred learning style(s) match the instructional materials and methods used in EDSP 4000. Explain your rationale. (6 points).			
5. Give two examples of how principles of UDL are implemented in this EDSP 4000 course. Consider use of instructional materials, instructional strategies/methods, assignments, activities, etc. (2 points).			
6. How do these UDL strategies lead to creating a supportive learning environment? (2 points) CalTPE C1B			
7. Putting it all together (this part is worth 12 points) - CalTPE C1D, CalTPA C1G, CalTPE C2B			
<ul style="list-style-type: none"> ○ In the first column, give one example for each course component identified – using examples from how this EDSP 4000 course is taught. (4 points). ○ In the second column, for each of the course components you identified in the previous column, identify one potential learning barrier (4 points) for students in this EDSP 4000 course. ○ In the third column, describe a UDL solution for each of the barriers you identified (4 points) that would work in this EDSP 4000 course. ○ In the 4th column, explain why you chose that solution. (4 points). Your responses must reflect your ability to apply the module content to your analysis of this EDSP 4000 course. 			
Course Components (3points)	Potential Learning Barrier (3 points)	UDL Solution (3 points)	Rationale for Proposed UDL Solution (3 points)
Provide an Example of a Course Material used in EDSP 4000:			
Identify an <u>instructional method</u> used in EDSP 4000:			

Identify an opportunity for student engagement provided in EDSP 4000:			
Identify one way student knowledge is assessed:			

Time Required: Students should anticipate a minimum of 2 hours to thoroughly review the module and an additional 2 or more hours to provide appropriate responses to the prompts in the worksheet.

Criteria for Success:

1. Quality responses are clear, complete and correct.
2. The responses are in **your own words**. No credit will be given to content that is copied/pasted or otherwise plagiarized.
3. Work is submitted on time. Points will be deducted from late submissions.

Rubric: Each item is graded based upon accuracy, completeness, and clarity. Please refer to the worksheet for how points are allotted in this assignment.

Project Option D: Video Recorded Simulation Experience (30 points)

Purpose: To *simulate* a disabling condition while practicing everyday activities of living at home and in the community. While one purpose is for students to experience a few of the challenges that may be experienced by someone who has a disability, the primary purpose is to reflect upon the kinds of training one would need or adaptations one would need to make, to live independently with this disability.

Skills and Knowledge:

- Recognition of challenges that visual or mobility impairments bring to accomplishing activities of daily living and community-based tasks.
- Identification of education and rehabilitation training needs to increase independence for individuals with visual or mobility impairments.
- Identification of environmental or architectural barriers for individuals with visual or mobility impairments.

Tasks: For this assignment, students will *simulate* a disabling condition (specifically, blindness or physical disability) at home and in the community. Students will need to review the related chapter on Visual Impairments or Physical Disabilities to respond to the questions posted below.

*NOTE: You will need assistance completing this option (someone to video record you and someone to serve as a guide in the community if you are choosing the visual impairment simulation)

- 1) **Simulation:** Simulate either blindness (wearing a blindfold) or a physical disability (using a wheelchair) and:
 - Participate in a variety of typical home activities (e.g. preparing a meal, washing dishes, doing laundry, cleaning, etc.) for at least 60 minutes (need not be all at once).
 - Also, participate in a community activity (for at least 30 minutes) that involves some interaction with the public (e.g., eating a meal in a restaurant, shopping/making a purchase, etc.).
- 2) **Video tape highlights of your experiences.**
 - **Video length:** Although your simulation experience should last at least 90 minutes, edit the video so that it is between 10-15 minutes in length.

- **Video content:** Your 10-15 minute video should illustrate the following
 - The highlights of each of the activities you participated in (there should be a variety).
 - The type of simulation - blindness (wearing a blindfold) or physical disability (using a wheelchair)
 - Full body views of you completing the activities
- 3) **Review the related textbook chapter** and at the end of the video - provide your responses to the following questions:
- What kinds of training you would need to successfully adapt to this disability? Consider the skills you would need to be a successful college student or to obtain employment.
 - Describe any accessibility problems you encountered during this simulation, both at home or in the community.
 - How would you need to adapt your home environment to live more independently with this disability?
- 4) **Submission Format:** You may either upload your video directly to the course Canvas site, or you may upload your recording to YouTube and then upload the link to the video to the course Canvas site.
- If you use YouTube, be sure to adjust the YouTube settings to “Unlisted”. Videos set for “Private” will not be viewable to the course instructor.
- 5) **PLEASE Use Common Sense!!** Ensure all logical safety precautions are executed! Students should be supervised by a friend, roommate, or family member to provide guidance and assistance as appropriate!! **Students simulating visual impairment MUST have a guide at all times when outdoors or in the community.**

Criteria for Success: Strong assignments show students participating in a variety of home and community activities and responses to prompts show an understanding of the related chapter readings and sound reflection upon the kinds of training and adaptations one would need to make to live independently with the disability.

Grading Rubric

Components	18 - 20 points	17 or less points
Simulation Component + Video Highlights (20 points possible)	Video shows highlights of participation in at least 90 minutes of a variety of home and community activities.	Video shows highlights of participation in few activities; OR video does not reflect a 90-minutes' worth of activities completed.
	9-10 points	8 or less points
Response to Questions (10 points possible)	Full responses are provided for each of the posted questions. Responses reflect review of the related chapters and careful thought to the implications for living independently with this disability	Does not respond to each question, or responses do not reflect review of related readings or careful thought to the implications for living independently with this disability.

Project Option E: Disability Vlog Review (30 points)

Purpose:

To learn about and reflect upon the impact of disability on an individual's daily life. This assignment provides information on the impact of disability on various individuals' daily lives. Each of the vloggers provide unique and very personal views of what it is like to live with a disability.

Tasks:

1. Choose **one** of the YouTube vloggers listed below.
2. Watch at least 90 minutes of their video blogs.
3. Download the Disability Vlog Review worksheet from Canvas.
4. Complete the worksheet.
5. **Submission Format:** upload to the course Canvas site. Microsoft Word documents or Adobe pdf documents are acceptable. This instructor cannot open Page documents, so please convert as needed.

Vloggers on Disability: Be sure to choose episodes where disability is a key part of the topic!

- 1) Zach Anner – Comedian with Cerebral Palsy
<https://www.youtube.com/channel/UCPTVYxUoYWhNa8J7GzIGnyQ>
- 2) Squirmly & Grubs – Inter-abled Relationship Awareness & Lifestyle
<https://www.youtube.com/channel/UCdomP1JqhnYBQGaBmfDI4KQ?app=desktop>
- 3) Lolo Spencer - Sitting Pretty Lolo [Sitting Pretty Lolo - YouTube](#)
- 4) Finding Cooper's Voice – Parenting a child with autism (nonverbal)
 - a. Facebook Blogs and Vlogs - Search: "Finding Cooper's Voice", then select videos (these are most current).
 - b. Older vlogs (still good) can be found on YouTube:
<https://www.youtube.com/channel/UCgzfCCbfnkflvtsRUuAFaQ/videos>
- 5) The Frey Life – Life with Cystic Fibrosis & a Service Dog
<https://www.youtube.com/user/thefreylife?app=desktop>
- 6) Sitting Pretty Lolo – Physical disability
<https://www.youtube.com/channel/UCKhnl8iyRPa1TNJrMO-UN-Q>
- 7) The Tommy Edison Experience - <https://www.youtube.com/user/TommyEdisonXP>
- 8) Christine Ha – Blind Life of Christine Ha - <https://www.youtube.com/user/ChristineHaTube>
- 9) Annie Elaine – Body Image-Gender-Race-LGBTQIA-Disability-Chronic Illness-Mental Health
<https://www.youtube.com/channel/UCznS4Pk3VcTIfDUuWrQtdzQ>
- 10) Rikki Poynter – Deaf Awareness, Accessibility Awareness
<https://www.youtube.com/user/rikkipoynter>
- 11) Violet Le Mura - Being Dusty-Mae – Parenting a child with multiple disabilities (while having a disability) https://www.youtube.com/channel/UCf_ua_C0UT825lu4SR8PGWw

Criteria for Success:

Quality responses have clear and complete responses to each of the prompts and reflect thoughtful analysis of the vlogs reviewed. Work is submitted on time. Points will be deducted from late submissions.

Rubric: The Disability Vlog Review worksheet identifies the points assigned to each prompt. As noted above, quality responses will be clear and complete, and reflect thoughtful analysis of the vlogs reviewed.

Download a copy of this Worksheet in the Course Canvas site.

DISABILITY VLOG REVIEW
(30 points possible)

Name of Vlogger you are reviewing (1 point):	
Episodes (4 points):	
<ul style="list-style-type: none"> • List the titles, links, and minutes for each episode here. Must total at least 90 minutes ○ 	
Summarize the episode content you viewed here (You may provide one summary for all the videos OR summarize each very briefly, whichever you prefer). Aim for at least 750 words. (10 points)	
Q&A (15 points): In the rows below, respond to each of the following questions and provide your responses. Aim for an additional minimum of 500 words total for combined responses below.	
Prompt	Responses
<ul style="list-style-type: none"> • Describe the vlogger (their disability(ies), their personality, attitudes, passions, etc.) (3 points) 	
<ul style="list-style-type: none"> • How does this disability(ies) impact the vlogger's daily functioning? Social interactions? (3 points) 	
<ul style="list-style-type: none"> • What was the most significant thing you learned from these vlog entries? (3 points) 	
<ul style="list-style-type: none"> • How might this vlogger's posts benefit individuals with disabilities and/or their families? (3 points) 	
<ul style="list-style-type: none"> • What surprised (or interested) you most? (3 points) 	



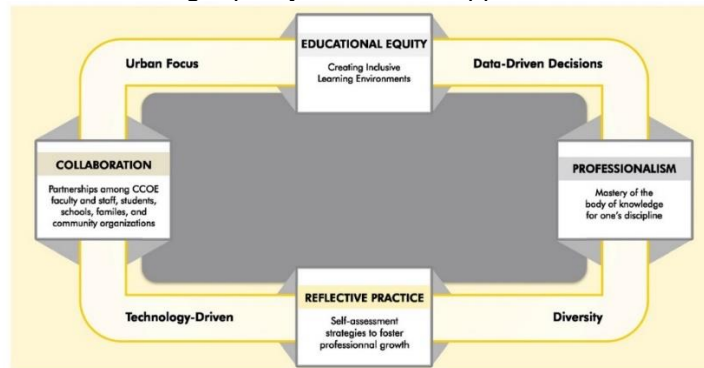
VIII. COE CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.

EDUCATIONAL EQUITY

We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone's learning.

REFLECTIVE PRACTICE

We believe that COE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one's practice in relation to school and/or community needs.

COLLABORATION

We believe that collaborations and partnerships among COE faculty and staff, students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholder's needs and their interdependence, and we advocate that all COE professional preparation programs build collaborations and partnerships.

PROFESSIONALISM

We believe professionalism is mastery of the body of knowledge for one's discipline and the demonstration of cultural, technological, ethical, and professional competencies. COE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.