



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 454

Fall 2020

**Advanced Studies in Education & Counseling
Education Specialist Program**

Alternative Mode of Instruction (AMI) - Synchronous and Asynchronous Instruction

Course Information

Instructor: Susan Leonard-Giesen, Ed.D.	Email: susan.leonard-giesen@csulb.edu
Virtual Office Hours Days/Times: Monday 3-4 pm Tuesday 12-1 pm Wednesday 4-5 pm	Please see below for links to weekly office hours
Class Days/Times: Alternate Mon. 11 am-12 pm Alternate Wed. 5-6 pm	Class Zoom Link: Every other week, beginning August 24 & 26 https://csulb.zoom.us/j/97389090070?pwd=TnhPdTdDWWEwZFNyak9XRFMvNEtRZz09

OFFICE HOURS

Zoom Link for Mondays 3-4 pm:

<https://csulb.zoom.us/j/98339755152?pwd=VjZ5ZnZOZHIZKzNLcy96YUx0V3ZDdz09>

Zoom Link for Tuesdays 12-1 pm:

<https://csulb.zoom.us/j/91046923866?pwd=L3B5REVaUGNnUzJqYkR4eUtJcCtkQT09>

Zoom Link for Wednesdays 4-5 pm:

<https://csulb.zoom.us/j/94707734822?pwd=VHN6R2JLTGdFaGsvZXJuU1BLRXNuUT09>

Catalog Course Description

This course is designed to address normal and atypical development of language skills in school-aged children from non-English language backgrounds. Focus will be on the skills needed in the classroom, including communicative competence, pragmatics and literacy. Distinguishing between normal language development and linguistic problems will be addressed. Letter grade only. Mode: Synchronous & Asynchronous

Course Student Learning Outcomes and Goals

The SLO specifies that in preparation for every course, students will satisfy all prerequisites. During the course itself, students achieve certain specified learning outcomes. All performance assessments depend upon the accomplishment of these outcomes. It is the responsibility of the student to come to class prepared. Upon completion of the course the students will:

1. Distinguish between typical and atypical development of language skills in students from non-English speaking backgrounds (CTC Standard 3).
2. Demonstrate knowledge of language acquisition theories and their implications for practice with English learners in K-12 settings (CTC Standard 10).
3. Identify how cognitive, pedagogical and individual factors affect students' language acquisition and learning (CTC Standard 10).
4. Identify types of language assessments and the situational appropriateness of each type.
5. Use informal assessments (observation and interview) to determine an EL student's level of English language proficiency.
6. Acquire and demonstrate the use of assessment information to determine students' language abilities.
7. Develop lessons that promote access to and achievement in the Common Core State Standards.
8. Identify and apply evidenced-based intervention and instructional strategies to enhance typical and atypical language development for students from non-English speaking backgrounds focusing on the SIOP Model (CTC Standard 10).
9. Acquire knowledge regarding the importance of families and culture in a student's language development as well as how to create a sense of community in the classroom that welcomes all students.

Teacher Performance Expectations (TPE)

<https://www.ctc.ca.gov/educator-prep/stds-prep-program>

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction;

TPE 4: Making Content Assessable;

TPE 5: Student Engagement;

TPE 7: Teaching English Language Learners

Required Texts/Course Materials:

Echevarria, J., Vogt, M., & Short, D. J. (2017). *Making Content Comprehensible for English Language Learners: The SIOP Model*. (5th Ed) Boston, MA: Pearson Education/Allyn & Bacon.

**MUST HAVE DIGITAL ACCESS WITH THIS TEXT*

Echevarria, J. & Graves, A. (2015). *Sheltered Content Instruction: Teaching English Learners with Diverse Abilities*. (5th Ed) Boston, MA: Pearson Education/Allyn & Bacon.

Best Practices for Serving English Language Learners and Their Families (Online)

<http://www.tolerance.org/publication/best-practices-english-language-learners>

BeachBoard: Access to BeachBoard is required for this class.

Recommended Texts:

Vogt, M., & Echevarria, J. (2013). 99 Ideas and Activities for Teaching English Learners with the SIOP Model. Boston, MA: Pearson Education/Allyn & Bacon.

Nora, J., & Echevarria, J. (2016). No More Low Expectations for English Learners. Portsmouth, NH: Heinemann.

Additional Course Readings are posted on Beachboard. *

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction (AMI), using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint or Google slides. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. *The university will send communications directly to students regarding accessing these resources.*

Course Communication

We will use BeachBoard for announcements, to communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a *minimum* of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a *minimum* of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Notes:

1. Use the “Checklist” found at the beginning of each module on the BeachBoard course site to ensure that all required elements for every week are completed
2. Details for all assignments are on BeachBoard under “Assignments”
3. Due dates are posted on BeachBoard within each Module and in Drop Box

COURSE SCHEDULE

Week	Topics	Due Dates/Deadlines Readings and Assignments
<p>Week 1</p> <p>Mon. Aug. 24 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Aug. 26 Zoom @ 5pm</p>	<p>Topic: Introductions Syllabus & Course Requirements Overview of course content</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Reading: Snow (2009)* (on BB)</p> <p>Assignments: (on BB - Week 1) Online readiness assessment</p> <p>Read the Netiquette article</p> <p>View instructor’s introduction video and create your own video in “Discussions” on BB.</p> <p>View videos posted by classmates and comment on at least 3 of them.</p>
<p>Week 2</p> <p>Week of Aug. 31</p> <p>No Zoom meetings</p>	<p>Topic: Background of Bilingual Education and Related Service Delivery Models</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Quiz #1 People first language – on BB under “Quizzes”</p> <p>Readings: Echevarria, Vogt, & Short (2017) pages 1-14 “History of Bilingual Education in the U.S.” – article posted on BB for this week</p> <p>Assignment: <i>Content Wrap-Up:</i> “Your experience with languages” (prompt & directions are posted on BB for Week 2)</p>

<p>Week 3</p> <p>No Monday Zoom</p> <p>Wed. Sept. 9 Zoom 5 pm</p>	<p>MONDAY September 7 – LABOR DAY</p> <p>No Zoom meeting</p> <p>Topic: Introducing Elements of Language and Why it is Important to Know them</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Readings:</p> <p><i>“Elements of Language”</i> – article posted on BB for this week</p>
<p>Week 4</p> <p>Week of Sept. 14</p> <p>No Zoom meetings</p>	<p>Topic: Language Development and Acquisition</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Quiz #2 Elements of Language</p> <p>Readings: Echevarria & Graves – Ch. 2</p> <p>Assignment due: Child description & observation – submit to drop box on BB</p>
<p>Week 5</p> <p>Mon. Sept. 21 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Sept. 23 Zoom @ 5pm</p>	<p>Topic: Child’s Family, Background, and Culture</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Read: Echevarria & Graves – Ch. 4</p> <p><i>“Best Practices for Serving English Language Learners and Their Families”</i> (On BB for Week 5) http://www.tolerance.org/publication/best-practices-english-language-learners</p> <p>Assignment: Reflection – Post on “Discussions” your response to the prompt posted in BB for this week.</p>

<p>Week 6</p> <p>Week of Sept. 28</p> <p>No Zoom meetings</p>	<p>Topic:</p> <ul style="list-style-type: none"> • Language Assessments and Diverse Learners • Response to Intervention (RTI) Model – Tiered Systems of Support <p>Lecture is posted under Content on BB for this week</p>	<p>Readings:</p> <p>Echeverria & Graves - Ch. 1</p> <p><i>This is an overview. We will be looking at assessment in more detail later in the semester.</i></p>
<p>Week 7</p> <p>Mon. Oct. 5 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Oct. 7 Zoom @ 5 pm</p>	<p>Topics:</p> <ul style="list-style-type: none"> • Sheltered Instruction • Student Oral Language Observation Matrix (SOLOM) <p>Lecture is posted under Content on BB for this week</p>	<p>Quiz #3</p> <p>Basics of Assessment and RTI</p> <p>Readings:</p> <p>Echevarria & Graves – Ch. 3</p> <p>Read this brief Overview of Sheltered Instruction (also posted on BB for Week 7)</p> <p>http://www.nisenet.org/sites/default/files/pages/sheltered_instruction_info_for_nise_net_conference.pdf</p> <p>Assignments:</p> <p>IRIS Center Activity: “<i>Sheltered Instruction</i>” (posted on BB for Week 7)</p> <p>https://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_activities/independent/IA_Understanding_Sheltered_Instruction.pdf</p> <p>Review SOLOM protocol forms, viewed in lecture and during Zoom</p>

<p>Week 8</p> <p>Oct. 12 & Oct. 14</p> <p>No Zoom meetings</p>	<p><u>IRIS Center Module (online)</u> <i>“Teaching English Learners: Effective Instructional Practices”</i></p> <p>Please see links and instructions for completing this IRIS Module on BeachBoard for Week 8</p> <p>All responses are to be submitted to BeachBoard Course Dropbox.</p> <p><i>No lecture this week.</i></p>	<p><i>Please complete a brief course survey to inform me about your experience in this course so far. The survey is posted in BB for this week. Thank you!</i></p> <p>Assignment due: SOLOM chart with narrative description</p>
<p>Week 9</p> <p>Mon. Oct. 19 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Oct. 21 Zoom @ 5 pm</p>	<p><u>Topic:</u></p> <ul style="list-style-type: none"> • Introduction to the SIOP Model* • Learning Strategies <p>Lecture is posted under Content on BB for this week</p> <p><i>*Please have a copy of the SIOP Protocol form (posted on BB for this week and under “Assignments”) starting with this week’s zoom meeting and for each following meeting until we have completed all modules related to the SIOP. You will submit the completed SIOP Protocol AFTER we have finished all class sessions related to the SIOP</i></p>	<p>Readings: Echevarria, Vogt and Short (2017) pgs. 15-26</p> <p>Echevarria & Graves – Ch. 5</p> <p>Assignments: IRIS Module responses from last week are due to drop box on BB</p> <p>Content Wrap-Up: Writing Measurable Objectives – to be done in “Discussions” with peer feedback</p>
<p>Week 10</p> <p>Oct. 26 & Oct. 28</p> <p>No Zoom meetings</p>	<p><u>Topic:</u> SIOP Model Elements 1 & 2:</p> <ul style="list-style-type: none"> • Lesson Preparation • Building Background <p>Lecture is posted under Content on BB for this week</p>	<p>Quiz #4: Learning Strategies</p> <p>Reading: Echevarria, Vogt and Short – Ch. 2 & 3</p> <p>Assignments: Use the SIOP Protocol form, introduced last week, to rate your observations of the lessons viewed in the videos for SIOP Elements 1 & 2 – DO NOT submit this yet. It will be submitted after all 8 SIOP elements are completed.</p> <p>Content Wrap-Up: “SIOP Lesson Preparation” – prompt is on BB for Week 10</p>

<p>Week 11</p> <p>Mon. Nov. 2 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Nov. 4 Zoom @ 5 pm</p>	<p>Topic: SIOP Elements 3 & 4:</p> <ul style="list-style-type: none"> • Comprehensible Input • Strategies <p>Lecture is posted under Content on BB for this week</p>	<p>Reading: Echevarria, Vogt and Short (2017) Ch. 4 & 5</p> <p>Assignments: Use the SIOP Protocol form, introduced last week, to rate your observations of the lessons viewed in the videos for SIOP Elements 3 & 4 – DO NOT submit this yet. It will be submitted after all 8 SIOP elements are completed.</p>
<p>Week 12</p> <p>Nov. 9 & Nov. 11</p> <p>No Zoom meetings</p>	<p>Topic: SIOP Elements 5 & 6:</p> <ul style="list-style-type: none"> • Interaction • Practice & Application <p>Lecture is posted under Content on BB for this week</p>	<p>Reading: Echevarria, Vogt and Short (2017) Ch. 6 & 7</p> <p>Assignments: Use the SIOP Protocol form, introduced last week, to rate your observations of the lessons viewed in the videos for SIOP Elements 5 & 6 – DO NOT submit this yet. It will be submitted after all 8 SIOP elements are completed.</p>
<p>Week 13</p> <p>Mon. Nov. 16 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Nov. 18 Zoom @ 5 pm</p>	<p>Topic: SIOP Elements 7 & 8:</p> <ul style="list-style-type: none"> • Lesson Delivery • Review & Assessment <p>Lecture is posted under Content on BB for this week</p>	<p>Reading: Echevarria, Vogt and Short (2017) Ch. 8 & 9</p> <p>Echevarria & Graves (2015) Chapter 6</p> <p>Assignments: Use the SIOP Protocol form, introduced last week, to rate your observations of the lessons viewed in the videos for SIOP Elements 7 & 8. <i>Please submit the SIOP protocol with all of your ratings and related comments to BB. This can be scanned or photographed.</i></p>

<p>Week 14</p> <p>Nov. 23 & Nov. 25</p> <p>No Zoom meetings</p>	<p>Topic: Special Education and the ELL</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Quiz #5: The SIOP</p> <p>Reading: Echevarria, Vogt, & Short – Ch. 10</p> <p>Assignments:</p> <ol style="list-style-type: none"> 1. IRIS Center Activity: Discussion Questions “<i>Diversity: Special Education Considerations</i>” - Submit as a Word document to drop box on BB 2. IRIS Center Activity: “<i>Is this child mislabeled?</i>” <p>Be sure to read the STAR page for valuable information.</p>
<p>Week 15</p> <p>Mon. Nov. 30 Zoom @ 11 am</p> <p>OR</p> <p>Wed. Dec. 2 Zoom @ 5 pm</p>	<p>Topic:</p> <p>Augmentative & Alternative Communication</p> <p>Lecture is posted under Content on BB for this week</p>	<p>Readings: Read the online article: What is Augmentative & Alternative Communication? Be sure to view the videos which are embedded in the article.</p> <p>Assignments due: SIOP lesson plan AND lesson reflection – be sure to include rubrics</p>
<p>Week 16</p> <p>Dec. 7 & Dec. 9</p> <p>No Zoom meeting</p>	<p>Final Presentations presented in “Discussions” on BB</p>	<p>Assignments: Submit your final Case Study presentation to “Discussions” on BB and thoughtfully comment on at least 3 of your peers’ presentations.</p>
<p>Finals Week</p>	<p>Final Quiz</p>	<p>Quiz #6 – Summative/Reflective</p>

Course Evaluation Components and Grading

Note: A summary table of all assignments and related due dates is posted in "Content" on BB under "Course Assignment Checklist"

Assignment Expectations

1. All assignments will be typed using a 12-point font, double-spaced and proofread for grammatical and spelling errors. Students are expected to use "people first" language (e.g., student with a learning disability, teacher of students with intellectual disability). Information regarding people-first language is posted on BeachBoard under "Supplemental Materials."
2. All references to sample/observation students will be made without identifying information. Full confidentiality of K-12 students and their families will be maintained at all times.
3. Students will provide original thoughts, ideas, and work in all written assignments. Correct citations must be provided when summarizing or quoting another's work. Please refer to the CSULB catalog for any questions regarding University policy and disciplinary procedures in the areas of plagiarism and cheating. Plagiarism is defined as "...the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source..." [CSULB Academic Integrity](#)
4. Rubrics or guidelines will be posted on Beachboard for all assignments. Each rubric will provide the criteria for the assignment.
5. *It is the student's responsibility* to contact the instructor regarding any extended illness, injury, or circumstance that may affect the student's ability to participate in this class in a meaningful and timely way.

Student Case Study – (Rubrics and/or checklists for all elements of this assignment are on BeachBoard under "Assignments" – Please use these!)

This project is designed to provide students with the opportunity to examine the English language proficiency level of a K-12 student and to consider elements for planning instruction to meet the English Learner's (EL's) unique needs. To initiate the project, students will identify a K-12 student who is an EL. An EL is a student who *speaks a language other than English as his or her first language*. The project involves a comprehensive observation evaluation of an EL and creation of a lesson based on the observation assessment and the specific needs of the EL. The assignment is broken into seven elements that will be submitted at different times throughout the course. Each element of the case study is described in more detail below. Rubrics/forms for each element of the project will be discussed during class and are posted on BeachBoard.

1. Child Description and Observation (25 Points) (Please refer to assignment checklist on BeachBoard for more detail.)

The first portion of the case study will require the student to:

- a) Observe the K-12 EL student in a classroom or interview setting
- b) Interview the teacher of record to obtain some basic details about the student whenever possible, and
- c) Write a brief narrative that describes the student and the observation.

The interview notes and narrative will be submitted to the BeachBoard drop box along with the Child Description and Observation rubric. *Points will be deducted if the signed rubric is not submitted.*

2. Observation Assessment (50 Points) (Please refer to assignment checklist on BeachBoard for more detail.)

The second portion of the case study will require students to conduct an observational assessment, known as the SOLOM (The form is available on BeachBoard). The assessment is an informal observation & interview of the EL that will assist in determining their English Language Proficiency level. The assessment matrix, interview notes, and a typed summary of the assessment results will be submitted with SOLOM Observation Assessment rubric.

3. SIOP Lesson Plan (60 Points) (Please refer to assignment checklist on BeachBoard for more detail.)

Each student will develop a Sheltered Instruction Lesson using the SIOP Model Lesson Plan Template (located on Beach-

Board). Students will be responsible for selecting the appropriate Common Core State Standards (any grade level content area) and ELD standard that corresponds to their lesson. (See www.cde.ca.gov). Each lesson is to be developed with the EL's assessment results in mind.

The lesson should be designed for small group instruction that would last approximately 15 minutes.

The typed lesson plan, using the SIOP Template, and the SIOP Lesson Plan rubric will be submitted as part of the Completed Case Study. *For Fall 2020, no teacher signature is required.*

4. Lesson Reflection (20 Points) *(Please refer to assignment checklist on BeachBoard for more detail.)*

Reflection is a key component of the instructional cycle. Using the "Guiding Questions" found on the rubric, complete a reflection based on the process of developing the lesson plan for the EL. The typed reflection and Lesson Reflection rubric will be submitted as part of the Completed Case Study.

5. Final Presentation (25 Points) *(Please refer to assignment checklist on BeachBoard for more detail.)*

Your final presentations is to be done in Power Point, Google Slides, Prezi, or other electronic presentation format. You are required to NARRATE your presentation.

Please use a maximum of 5 slides. You will summarize the major elements of your case study:

- Brief description of the student
- Observation & assessment (SOLOM) outcomes - What did you learn about the student's ELD level?
- Your lesson topic and brief description of your lesson plan – How did SOLOM results affect this?
- Your reflection – What was it like to write the lesson plan for an EL student? What did you learn? What might you consider doing differently in the future?
- Your completed presentation will be posted in "Discussions" for your classmates to view.

6. Peer Reflection in "Discussions" (10 points)

You are required to view and COMMENT on *at least three* presentations done by your peers in order to receive the points for this element of the assignment.

Other Course Assignments

Iris Module and IRIS Activities – SLO # 6

Students will complete an on-line module at the IRIS website <http://iris.peabody.vanderbilt.edu/index.html> . Completion of this module will take the place of one class session. Directions for the Iris Module are found on Beachboard. Complete the module and answer the required questions. Assignment will be submitted via Beachboard Dropbox and graded electronically.

There are also several brief IRIS Center Activities that are assigned throughout the semester to support the course content. These are all found within the "Content" of each week that they are assigned.

Quizzes

There will be a total of 6 brief quizzes (10 points each) during the semester. The quizzes are designed to measure your progress in the course content based on readings and lectures. They will help you understand where the instructor expects you to be with certain content as we move forward. These quizzes will be timed; once you begin each quiz, you will have 20 minutes to complete it. All quizzes will be completed and graded on BB.

Discussion Board

Interacting with peers and sharing knowledge and understanding is an important part of this course as it prepares you for a future in public schools. Working as a special educator requires collaboration with colleagues, specialists, and families. The prompts for the Discussion Board assignments are designed to support your critical thinking and sharing of ideas as they relate to the field of special education. Each discussion requires you to respond to a prompt related to the topic for the week and then comment on at least 3 of your peer's posts. See "Discussions" on the tool bar in Beachboard for the prompts.

Content Wrap-Ups/Activities

There are approximately eight activities related to course content that are designed to “wrap-up” or summarize specific skills or strategies. Some of these will be completed during Zoom meetings in breakout rooms. Some may be completed in collaboration with peers offline. Interaction and collaboration with your classmates are important parts of your development as a future special educator and leader in the field. Attendance to Zoom meetings and participation in these activities are expected.

Evaluation Components

Evaluation Component	Points
Introduction Video (Post in “Discussion”)	20
ELL Student Case Study	
-Child Description/Observation	25
-Observational Assessment (SOLOM)	50
- SIOP Lesson Plan	60
-Lesson Reflection	20
-Final Presentation	40
-Peer Reflection on Final Presentations	10
Quizzes & Activities	
Quizzes (6 @10 points each)	60
Online Modules & Activities (5 @15 points)	75
SIOP Protocol Checklist from SIOP element videos	10
Discussion Question	10
Content Wrap-Up Activities (variable 4-6 @ 5 points)	20-30
Total	400-410

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is part of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Readings and Assignments

All readings are required and it is expected that readings will be read by the due date. Have weekly assigned reading materials available during Zoom meetings.

All assignments, with the exception of in-class work completed during Zoom meetings, will be typed using a 12-point font, double-spaced and proofread for grammatical and spelling errors. Students are expected to use “people first” language (e.g., student with a learning disability, students with intellectual disability).

- Include a Reference List using APA format.
- All oral and written references to sample/observation students will be made without identifying information. Full confidentiality of students and their families will be maintained at all times.
- Rubrics will be posted on Beachboard for all required assignments. Each rubric will provide the criteria for the assignment.
- Points will be deducted from assignments that do not adhere to these guidelines.

Resubmitting Assignments

Students will be allowed to re-submit only one assignment. Assignments eligible for a resubmission must have an original score of 70% or lower, excluding late points assigned. Resubmitted assignments must accompany originally graded work and be submitted within one week of receiving graded original work. Resubmitted work is eligible for a score of up to 80% of the original point total available. *The Final Exam is not eligible for resubmission.*

Late Work/Make-up Policy

All assignments are expected to be submitted by the dates and times posted in the syllabus and in Drop Box on BB. Please communicate with me as soon as possible if you are unable for any reason to submit something on time. I will allow some reasonable extensions on an “as needed” basis so as to avoid students getting too far behind in the class. However, it is the student’s responsibility to communicate this need to the instructor directly and in a timely manner.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations.

Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.