



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 578: Instructional Methods and Strategies
for Individuals with Extensive Support Needs**

Fall 2022

Special Education Credential Program

Dept. of Advanced Studies in Education & Counseling

Course Information

Instructor: Kelli Sanderson	Email: Kelli.sanderson@csulb.edu
Office Hours Days/Times:	Office Hours Venue:
Class Days/Times:	Class Venue:

Catalog Course Description

Instructional methods, teaching strategies, and curricular adaptations for students with extensive support needs from kindergarten to age 22, including evaluation, program planning, use of technology for instruction and communication, and knowledge related to movement, mobility, health, and sensory needs.

Prerequisites: Admission to the Preliminary Education Specialist Credential Program or admittance to Master of Science in Special Education Program. Course to be taken concurrently with student teaching. Exceptions must be approved by the Education Specialist Program. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

Upon successful completion of the course, students will:

1. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principle 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 (Commission on Teacher Credentialing [CTC] Extensive Support Needs [ESN] Teacher Performance Expectation

[TPE] U 1.4)

2. Implement supports for students with complex communication needs, including language development across disabilities and the lifespan, and mandated considerations for augmentative and alternative communication technology for students with extensive support needs (CTC ESN TPE EX 1.2, 1.7, 1.8)
3. Use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs that address the unique needs of students with ESN (CTC ESN TPE EX 1.5)
4. Support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and community; address functional limitations of movement and/or sensation for students with ESN (CTC ESN TPE EX 2.6, 2.7)
5. Identify the characteristics of students with ESN and their effects on learning, skills development, social-emotional development, mental health, and behavior (CTC ESN TPE EX 3.4)
6. Identify and utilize evidence-based instructional strategies that support students with diverse learning characteristics and extensive support needs to access general education curricula across an array of environments and activities (CTC ESN TPE EX 3.2)
7. Maintain high expectations while adapting, modifying, accommodating and differentiating the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (CTC ESN TPE EX 3.3, CTC ESN TPE U 2.5)
8. Use assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction (CTC ESN TPE U 5.8)
9. Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with ESN (CTC ESN TPE EX 5.1)
10. Demonstrate skills outlined in the Teacher Performance Expectations during formative assessment of Teaching Performance Assessment tasks; document and reflect on formative opportunities to prepare for the TPA tasks (CTC U & ESN TPEs 1-6)

Teacher Performance Expectations (TPEs) Addressed in EDSP 578	Introduced (I), Practiced (P), Assessed (A)
<i>U1.1</i> 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.	I, P
<i>U1.2</i> 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	I, P
<i>U1.3</i> Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.	I,P
<i>U1.4</i> 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.	I,P,A

<i>U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.</i>	I, P, A
<i>U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.</i>	I,P ,A
<i>U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.</i>	I, P
<i>ESN 1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication technology for students with extensive support needs.</i>	I,P, A
<i>ESN 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 student who are deafblind.</i>	I, P
<i>ESN 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs. (U1.1)</i>	I, P, A
<i>ESN 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 access needs of students with extensive support needs.</i>	I, P, A
<i>ESN 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.</i>	P, A
<i>ESN 1.7 Demonstrate understanding of students with complex communication needs (e.g., students with limited verbal ability,) in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)</i>	I, P, A
<i>ESN 1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning) and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)</i>	P
<i>ESN 1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and careers, with appropriate connections between the school curriculum and life beyond high school. (U1.3)</i>	I
<i>ESN 1.11 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. (U1.3)</i>	I
<i>U2.1 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.</i>	I

<i>U2.2</i> 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.	I
<i>U2.3</i> Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	I
<i>U2.4</i> Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.	I
<i>U2.5</i> Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I, P, A
<i>U2.6</i> 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.	I
<i>ESN2.1</i> Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instruct/supervise other personnel in such procedures.	I, P, A
<i>ESN2.2</i> 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.	I, P, A
<i>ESN2.3</i> Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.	I, P
<i>ESN2.4</i> Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.	I, P, A
<i>ESN2.5</i> Develop accommodations and modifications specific to students with disabilities to allow access to learning environments, including incorporating instructional and assistive technology, and alternative and augmentative procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inclusion in general education settings. (U2.2)	I, P, A
<i>ESN 2.6</i> Demonstrate the ability to support the movement, mobility, sensory and specialized health care needs required for students to participate fully in classrooms, schools and the community. Organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment (as appropriate) and other mobility and sensory accommodations. (U2.3)	I, P
<i>ESN 2.7</i> Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-	I, P

existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.	
<i>ESN 2.8</i> 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. (U2.1/ 2.6)	I, P
<i>ESN 2.9</i> Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and 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. (U2.6)	I
<i>ESN 2.10</i> 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. (U2.4)	I
<i>ESN 2.11</i> Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs	I, P, A
<i>ESN 2.12</i> 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. (U2.5)	I, P
<i>ESN 2.13</i> Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)	I
<i>ESN 2.14</i> 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.	I
<i>U3.1</i> Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.	I
<i>U3.2</i> 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.	I, P, A
<i>U3.3</i> Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (<i>See Subject- Specific Pedagogical Skills in Section 2 for reference</i>)	I, P
<i>U3.4</i> 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.	I, P, A
<i>U3.6</i> Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.	I
<i>U3.7</i> Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting	I, P

copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security	
<i>U3.8</i> Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	I, P, A
<i>ESN 3.1</i> Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum. (U1.6)	I, P, A
<i>ESN 3.2</i> 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.	I, P, A
<i>ESN 3.3</i> Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE). (U3.5)	I, P, A
<i>ESN 3.4</i> Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and of how to access and use related services and additional supports to organize and support effective instruction. (U3.2)	I, P
<i>ESN 3.5</i> Demonstrate comprehensive 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.	I, P
<i>U4.1</i> Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.	I, P, A
<i>U4.2</i> Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.	I
<i>U4.3</i> Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.	P, A
<i>U4.4</i> Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <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. 	I

<i>U4.5</i> Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)	I
<i>U4.6</i> 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.	I, P, A
<i>U4.7</i> Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	I, P
<i>U4.8</i> Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.	I PA
<i>ESN 4.1</i> Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.	I
<i>ESN 4.3</i> 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. (U4.4)	I, P, A
<i>ESN 4.4</i> Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional 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. (U4.3)	I, P
<i>ESN 4.5</i> Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and meet the grade level requirements of the core curriculum, and which are systematically adjusted as needed to promote maximum learning and academic achievement within inclusive environments. (U4.1)	I, P
<i>ESN 4.6</i> 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.	I, P, A
<i>ESN 4.7</i> 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 planning for successful student transitions. (U4.6)	I, P
<i>ESN 4.8</i> Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)	I, P, A

<i>U5.1</i> Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.	I, P, A
<i>U5.2</i> Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.	I, P
<i>U5.4</i> Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.	I
<i>U5.5</i> Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.	I, P
<i>U5.8</i> Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	I, P, A
<i>ESN 5.1</i> Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.	I, P, A
<i>ESN 5.2</i> 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. (U5.1/5.2)	I, P
<i>ESN 5.3</i> Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.	P, A
<i>ESN 5.4</i> 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.	I
<i>ESN 5.5</i> 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. (U5.6)	I
<i>ESN 5.6</i> Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.	I
<i>ESN 5.7</i> Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)	I, P, A
<i>U6.1</i> Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.	I, P

<i>U6.2</i> 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.	I, P
<i>U6.3</i> Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	I, P
<i>U6.4</i> 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.	I, P, A
<i>U6.5</i> Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	I
<i>U6.6</i> Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.	I
<i>ESN6.1</i> 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.	I, P
<i>ESN6.2</i> Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom. (U6.4)	I
<i>ESN6.4</i> 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. (U6.7)	I
<i>ESN6.5</i> Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.	I
<i>ESN 6.6</i> 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.	I, P
<i>ESN6.7</i> 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.	I
Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy: Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom. Beginning teachers approach classroom practice with the belief that all students	P

<p>can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.</p>	
<p>English Language Development in Relation to Subject-Specific Pedagogy: Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).</p>	P
<p>Literacy Practices in Relation to Subject-Specific Pedagogy: Education Specialist understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject/education specialist) or the discipline(s) of their credential (single subject/education specialist). They demonstrate foundational knowledge of identifying, assessing, and supporting struggling readers, including students with dyslexia, with research based effective reading strategies. They provide integrated instruction incorporating the five themes of literacy identified in the ELA/ELD Framework. They plan and implement lessons that support students' meaning making and subject-specific language development as students read, write, and converse in each content area. They support students' ability to effectively express themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' content knowledge. They plan and implement lessons that address the foundational skills of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels. Beginning teachers understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction. All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students</p>	A

engage with text as readers and writers, and they integrate the use of language arts skills of reading, writing, listening, and speaking across the curriculum.	
Teaching English Language Arts in a Multiple Subject/Education Specialist Assignment: 1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards.	A

Required Texts/Course Materials:

Kluth, P. (2010). You're going to love this kid: Teaching students with Autism in the inclusive classroom (2nd ed.). Brookes Publishing.

Westling, D. L., Fox, L., Carter, E. W., Da Fonte, A., & Kurth, J. (2021). Teaching students with severe disabilities (6th ed.). Pearson.

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and asynchronous online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in in-person class meetings. 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 online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online 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](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Etiquette

BeachBoard will be used to make announcements, 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. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Course Schedule

TPES that are Introduced or Practiced are listed on the Course Schedule. TPEs that are Practices or Assessed are listed under Course Evaluation Components and Grading. *TPEs addressed are in parentheses; Introduced = I, Practiced = P, Assessed = A

Week	Topics	Readings Due	Activities/ Assignments
1	<ul style="list-style-type: none"> ▪ Course Overview ▪ “Least dangerous assumption” (ESN 1.11 I, U2.5 I) ▪ Creating culturally responsive, inclusive, and safe learning environments. (U: 2.2 I, 2.3 I, 6.5 I, 6.6 I) ▪ History of educating students with ESN (U6.4 I) ▪ Reflecting on Our Own Implicit Biases (U6.2 I) <p>Developmentally Appropriate TPEs</p>	<ul style="list-style-type: none"> ▪ Jorgensen (2005) 	<p>Review Program Professional Dispositions in small groups – Discuss challenges. Update their self-evaluations.</p> <p>U: 6.2 P, 6.4 P, 6.6 P</p>
2	<ul style="list-style-type: none"> ▪ Characteristics of students with moderate/severe disabilities (U4.2 I, 4.6 I) <ul style="list-style-type: none"> ▪ Impacts on learning and skill development and emotional well-being (ESN: 3.4 I, 3.5 I, 4.6I, U6.7 I) ▪ Disability categories 	<ul style="list-style-type: none"> ▪ Ch. 1 ▪ Categories of Disability <p>View and Respond to Video: End the Stigma of Deaf-Blindness ESN: 1.3 P</p>	<p>Reading Reflection: How Jorgensen (2005) relates to practice with students with ESN</p> <p>U: 2.5 P ESN: 3.4 P, 3.5 P, 4.6P</p>
3	<ul style="list-style-type: none"> ▪ Assessing Performance (U: 4.1 I, 5.1 I, 5.2 I, 5.8 I; ESN: 2.12 I, 5.2 I, 5.4 I, 5.5 I, 5.7 I) <ul style="list-style-type: none"> ▪ Laws (ESN 5.4 I) ▪ Selecting assessments for students from diverse backgrounds (ESN 5.5 I) ▪ Informal assessment ▪ Person Centered Planning (U1.1 I) ▪ Ecological Inventories (ESN 4.8 I) ▪ Alternate Assessment 	<ul style="list-style-type: none"> ▪ Ch 4 ▪ Person-Centered Planning Manual 	<p>In Class Activity: Outline an ecological inventory and describe application to teaching</p> <p>U: 1.1 P, 5.1 P, 5.2 P, 5.8 P; ESN: 2.12 P, 2.4 P, 4.8 P, 5.2 P, 5.7 P</p> <p>Case Study Part 1: Identify & Describe Focus Student</p>
4	<ul style="list-style-type: none"> ▪ Collaboration: Fostering Family & Professional 	<ul style="list-style-type: none"> ▪ Ch. 3 	<p>Reading Reflection: Supporting diverse</p>

	<p>Partnerships (U: 1.1 I, 3.4 I, 6.4 I; ESN: 2.14 I, 5.1 I, 6.1 I, 6.6 I)</p> <ul style="list-style-type: none"> ▪ Working with culturally and linguistically diverse (CLD) families (ESN 4.8 I) ▪ Identifying priority needs through person-centered planning ▪ Collaborating with community and school colleagues (U: 2.4 I, 4.6 I, 6.3 I, 4.7 I) ▪ Managing paraprofessionals (ESN 6.2 I) 	<p>View and Respond to Video: School After TBI How are the needs of students with TBI similar or different from other categories?</p>	<p>families of students with ESN</p> <p>Assignment: Complete 1-page PCP w input from student and or family – share with IEP team</p> <p>U: 1.1 P, 3.4 P, 4.6 P, 6.3 P ESN: 2.14 P, 4.7 P, 4.8 P, 5.1 P, 6.1 P, 6.6 P</p>
5	<p>Teaching Students to Learn, Generalize, and Maintain Skills (U: 1.3 I, 3.2 I, 4.4 I; ESN 3.2 I, 3.3 I)</p> <ul style="list-style-type: none"> ▪ Universal Design for Learning (UDL) ▪ Multi-tiered systems of support (MTSS) ▪ Systematic Instruction, including task analysis ▪ Direct instruction ▪ Community-based instruction ▪ Functional skill development ▪ Cooperative learning <p>Literacy TPEs</p>	<ul style="list-style-type: none"> ▪ Ch 5 	<p>In-Class Activity: Outline functional content lesson based on IEP goals</p> <p>U: 1.3 P, 3.2 P, 4.3 P ESN 3.2 P, 3.3 P</p>
6	<p>Teaching Students Communication Skills (U 4.7 I, 2.3 I)</p> <ul style="list-style-type: none"> ○ Distinction between language differences and disorders (ESN 5.6 I) ○ Non-verbal communication (ESN 1.7 I) ○ Social skills and relationships (ESN 2.13 I) ○ Self-advocacy and self-determination (U 4.5 I; ESN 1.4 I) <ul style="list-style-type: none"> ▪ AAC (ESN 1.2 I) <ul style="list-style-type: none"> ▪ Devices ▪ Resources 	<ul style="list-style-type: none"> ▪ Ch 9 ▪ American Speech-Language-Hearing Association (ASHA) on AAC ▪ View & Respond to Video: https://www.youtube.com/watch?v=qB2Fk0KdUuo How would you prepare for an IEP meeting for AAC consideration including for those who are deaf/blind? ESN 1.2 P, 2.3 P 	<p>In-Class activity: Students bring and share AAC devices used by their students; create a local resource list for families</p> <p>U 4.7 P; ESN: 1.4 P, 1.7 P, 1.8 P, 5.3 P</p> <p>Reading Reflection: Synthesize readings for the week on communication & AAC. How would</p>

	<p>ELD TPEs</p>		<p>you apply what you've learned in your classroom?</p>
7	<ul style="list-style-type: none"> ▪ Teaching Academic Skills: Literacy, Math, and Numeracy instruction (U: 1.4 I, 1.5 I, 3.3 I) <ul style="list-style-type: none"> ▪ Individualized learning and supports ▪ Evidence-based practices (ESN 3.2 I) <p>Literacy TPEs</p>	<ul style="list-style-type: none"> ▪ Ch 11 	<p>Case Study Part 2: Assessments</p> <p>In-Class activity: Collaborate to create a UDL lesson plan for literacy and math for students with ESN</p> <p>U: 1.4 P, 1.5 P, 3.3 P, 3.4 P, 4.3 P, ESN 3.2 P</p>
8	<ul style="list-style-type: none"> ▪ Program Planning (U: 3.3 I, 3.4 I; ESN: 1.5 I) <ul style="list-style-type: none"> ▪ Use assessment data to determine present levels and establish learning goals (ESN 4.5 I) ▪ Use present levels to plan, develop, and adjust IEP (Connecting learning goals and lessons to state standards (U 3.1 I; ESN 4.4 I)) 	<ul style="list-style-type: none"> ▪ 	<p><u>In-Class Small Group Activity:</u> Write PLP and one goal with objective based on content standards that can be addressed in an inclusive setting</p> <p>U: 4.1 P ESN: 1.5 P, 1.6 P, 4.4 P, 4.5 P</p>
9	<ul style="list-style-type: none"> ▪ Evaluating Progress (U: 1.8 I, 5.5 I; ESN 2.12 I) <ul style="list-style-type: none"> ▪ Using technology to evaluate and communicate student progress (U 5.4 I) 	<ul style="list-style-type: none"> ▪ Ch 6 	<p>IRIS Center: Module on Progress Monitoring: Reading</p> <p>In-Class: Collaboratively write Present Levels based on progress monitoring data provided</p> <p>ESN 2.12 P</p>
10	<ul style="list-style-type: none"> ▪ Educational and Assistive Technology (U:1.4 I, 3.8 I) <ul style="list-style-type: none"> ▪ Laws and funding 	<ul style="list-style-type: none"> ▪ Ch 15 ▪ Documenting Assistive Technology in the IEP WATI Consideration Guide 	<p>In-Class: Collaboratively complete a sample</p>

	<ul style="list-style-type: none"> ▪ Using technology to access the core curriculum (U 4.8 I; ESN 3.1 I) ▪ Selecting and implementing tools and devices (U3.6 I; ESN 4.3 I) ▪ Resources ▪ Digital literacy (U 3.7 I) 	<p>TASK Tech Center</p> <ul style="list-style-type: none"> ▪ AbleData 	<p>SETT and WATI plan for a given student in preparation for an IEP meeting</p> <p>Students are prepared to share examples of AT used in their classrooms</p> <p>Case Study Part 3: IEP goals and lesson plan</p> <p>U: 1.4 P, 3.7 P, 3.8 P, 4.8 P ESN: 3.1 P, 4.3 P, 5.3 P</p>
11	<ul style="list-style-type: none"> ▪ Behavior <ul style="list-style-type: none"> ▪ Communicative intent of behavior (ESN 2.8 I) ▪ Positive behavior support for students with ESN (U: 2.1 I, 2.6 I; ESN: 2.9 I, 4.1 I) ▪ Friendships and Recreation <ul style="list-style-type: none"> ▪ Developing social interaction skills and facilitating social relationships <p>Developmentally Appropriate TPEs</p>	<ul style="list-style-type: none"> ▪ Ch 14 ▪ Ch 13 <p>View and Respond to Video: Communicative Intent of Behavior</p> <p>How might you implement what you learned here in your classroom?</p>	<p>In-Class Activity: Brainstorm list activities across grade levels, pre-k through age 22, for promoting self-advocacy & self-determination</p> <p>ESN 2.13 P, 2.8 P</p>
12	<ul style="list-style-type: none"> ▪ Supporting Inclusion (U 1.7 I) <ul style="list-style-type: none"> ▪ Inclusion of students with ESN and issues related to placement decisions (ESN: 2.5 I, 2.11 I) ▪ Team-based decision-making for placement, programs, and services (ESN 6.3 I) ▪ Professional Organizations and Advocacy 	<p>View and Respond to Video: Disabling Segregation - Dan Habib</p> <ul style="list-style-type: none"> ▪ TASH ▪ TASK ▪ Ch 7 	<p>In-class Activity: Outline steps for inclusion beginning with 1 student, then members of ESN SDC, then whole school. What needs to be in place? Consider the arts.</p> <p>U 1.7 P</p>

			ESN: 2.5 P, 2.11 P, 6.3P Case Study Part 4: Assistive Technology
13	<ul style="list-style-type: none"> ▪ Teaching Personal Care Skills ▪ Health and Medical Considerations (ESN: 2.2 I, 6.5 I) <ul style="list-style-type: none"> ▪ Managing health challenges ▪ Accommodations to participate in classroom and community ▪ Movement and mobility (ESN 2.7 I) <ul style="list-style-type: none"> ▪ Functional limitations of movement and/or sensation ▪ Safety and techniques (ESN: 2.1 I, 2.6 I) 	<ul style="list-style-type: none"> ▪ Ch 12 ▪ Ch 17 	Reading Reflection: How do issues related to areas covered this week impact inclusive practices? Discuss possible solutions. ESN: 2.1 P, 2.2 P, 2.6 P, 2.7 P, 6.5 P
14	Fall Break		Enjoy!
15	<ul style="list-style-type: none"> ▪ Teaching Skills in the home and in the community ▪ Transition to adulthood <ul style="list-style-type: none"> ▪ Assuming increased responsibilities (ESN 1.11 I) <p>Meaningful postsecondary goals (ESN 1.10)</p>		Health and Safety Plan (ESN 6.5A)
16	<ul style="list-style-type: none"> ▪ Case Study Presentations 		Case Study Part 5: Inclusive Education Plan Case Study Part Six: Presentation

Course Evaluation Components and Grading

Evaluation Components

Participation

Students are expected to actively participate in class discussions and collaboratively engage with each other. Participation points will be assigned for successful completion of activities during synchronous meetings. Participation points cannot be made-up (unless in the case of an excused absence). For synchronous meetings, it is expected that students will have read the assigned readings and are prepared to make thoughtful contributions to class discussions and activities. Points may be deducted for instances of

unprofessional behavior, including but not limited to failure to participate in class discussions and activities and/or disrespectful comments to their classmates or professor.

Reading Reflections

Due: Weeks

TPEs (P): ESN: 2.1 P, 2.2 P, 2.6 P, 2.7 P, 2.14 P, 3.4 P, 3.5 P, 4.7 P, 4.8 P, 6.1 P, 6.6

P

U: 1.1 P, 2.5 P 3.4 P, 4.6 P, 6.3 P

Throughout the semester, prompts will be posted on BeachBoard related to the readings for the selected week. A typed response to the prompt will be due on the assigned date. Responses **are to be thoughtful reflections on the readings, not a summary of the content**. Response to Readings assignments are to be approximately 2 pages in length, double-spaced, 1" margins, and 12-point font (no shorter than 1.5 pages, no longer than 2.5 pages). Handwritten responses will not be accepted; APA (7th ed.) formatting for references should be used.

Health and Safety Plan

Due: Week

TPEs (A): ESN 2.1, 2.2

Candidates will be provided with a description of a student with ESN. In pairs, candidates will develop a plan to facilitate student health, safety, and mobility, including a description of:

- Appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment to provide a safe environment for the student with ESN.
- Appropriate and safe techniques for lifting and positioning and instructing/supervising other personnel (e.g., paraprofessionals) in such procedures.

Case Study

Candidates will complete a case study project, focusing on a target student with ESN. The project will be completed in six parts.

Part 1: Focus Student

Due: Week

TPEs (A): U: 4.1, 4.6, Developmentally

Appropriate TPEs

In collaboration with their mentor teacher, candidates will select a focus student and collect the following information: age, gender, disability category, classroom setting(s), current accommodations and modifications, current academic status, language proficiency status, cultural background, and current opportunities for inclusion. Using an assets-based approach, candidates will write a 2-page narrative description of their focus student. Candidates will utilize this information, along with assessment results from Case Study Part 2, for instructional planning purposes (i.e., Case Study Part 4).

Part 2: Assessment

Due: Week

TPEs (A): ESN 4.8, 5.1, 5.7, U5.1

Candidates will assess a K-12 student with ESN for program planning. A minimum of two assessments will be conducted, including an ecological inventory and person-centered planning.

Part 3: Assistive Technology (AT) Plan

Due: Week

TPEs (A): ESN 1.2, 2.5, 4.3

Candidates will complete an AT consideration guide, including low- and high-tech equipment and materials to facilitate communication, in preparation for an IEP meeting for a student with ESN.

Part 4: Program Planning

Due: Week

TPEs(A): ESN 1.5, 1.6, 1.7, 3.1, 3.2, 3.3, 5.1, 5.3

U 1.5, 3.2, 3.4, 4.6, 5.8 Literacy TPEs

Candidates will write appropriate IEP goals and objectives based on assessments, grade-level content standards, and individual needs. Then, candidates will create a lesson plan using Universal Design for Learning (UDL) that specifically addresses at least one of the IEP goals.

Part 5: Inclusive Education Plan

Due: Week

TPEs (A): U 1.4, 1.7, 2.5, 2.11, 6.4
ESN 2.4, 2.11, 5.3, 6.3

Candidates will develop short- and long-term plan for improving inclusive practices at their school site. Plan will include collaboration with general education teacher(s) and administrator, short- and long-term goals, and a plan for implementation.

Part 6: Case Study Presentation

Due: Week

TPEs (A): U 3.8

Candidates will deliver a brief presentation of their case study, including: a description of their target student, assessments and findings, IEP goals, AT considerations, and suggestions for increased inclusion. Electronic format with demonstration of use of instructional technology in creation of all elements of the study is required.

Course Grading

Grading Scale

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

Evaluation Components and Weight (Sample)

Evaluation Component	Points	Weight
Participation	20	10%
Reading Reflections	30	15%
Case Study Part 1: Assessments	40	20%
Case Study Part 2: AT Consideration	20	10%
Case Study Part 3: Program Planning	30	15%
Case Study Part 4: Inclusive Education Plan	40	20%
Case Study Part 5: Presentation	20	10%
Total	200	100%

Course Policies

Attendance and Participation

Attendance and active participation are essential to your success in this class. Participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored both through attendance at class sessions and through entries in the online discussion board via BeachBoard. Non-participation will negatively impact your grade.

Late Work/Make-up Policy

Points will be deducted for assignments turned in late for unexcused absences: 2 points per day, including weekends and holidays. Please refer to and get familiar with the [CSULB Class Attendance Policy](#). Assignment received after they are due for submission will be considered late. Assignments more than 10 days late will not be accepted or graded. Assignments submitted after the Final Exam class session date/time will not be accepted or graded. If you submit an assignment after the due date (note not due time) then it is the candidate's responsibility to ensure the instructor knows of the late submission for grading by sending a brief email at the time of late work submission. Failure to do so can result in late work not being graded.

For excused absences, communicate via email with the instructor to arrange for make-up of this work.

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 [Academic Integrity](#) 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.

If you should have specific requests for in-person courses related to COVID-19, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

According to the [CSULB-CED Student Professional Conduct Policy](#), CED students are expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

All students are asked to sign an acknowledgement indicating their awareness of the above standards for professionalism. CED students also must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

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 that arise that necessitate doing so.