Advanced Studies in Education & Counseling

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 350: Teaching the Exceptional Individual

Fall, 2021

Department: Advanced Studies in Education and Counseling (ASEC)

Course Information

Instructor: Kimberly S. Martin, M.S.	**Email**: Kimberly.martin@csulb.edu OR kimrm5@hotmail.com
Virtual Office Hours Days/Times: Every Thursday, 5:30-6:30pm (open zoom link)	**Office Hours Zoom Link:** https://csulb.zoom.us/j/81147732248
Class Days/Times: NA - Class is entirely online and does not meet synchronously	**Class Zoom Link**: NA – Class will not meet synchronously

Catalog Course Description

Characteristics and etiology of different categories of disability are addressed. Future educators and other school professionals will learn about history, legislation, and processes pertaining to educating students with exceptionalities. Two 2-hour fieldwork observations of individuals with exceptionalities in educational setting are required.
Letter grade only, A-F.

Course Student Learning Outcomes and Goals
Upon successful completion of the course, students will:

1. Demonstrate a basic understanding of the thirteen categories of disability identified in federal legislation (IDEA) including the characteristics, etiologies, assessment and educational implications of each. (CTC M/M Standard 1, CTC M/S Standard 1)
2. Demonstrate a basic understanding of the history of special education and knowledge of relevant state and federal laws pertaining to the education of exceptional populations including the statutory provisions of the Vocational Rehabilitation Act (Section 504), Americans with Disabilities Act (ADA), and the Individuals with Disabilities Education Act (IDEA), and the amendments and reauthorizations of these legal statutes. (CTC Program Standard 2)
3. Demonstrate knowledge of the special education process including pre-referral   interventions, screening, referral and eligibility determination, instruction and assessment, and evaluation and an

understanding of how students' language, culture, and social background may affect decisions in these areas. (CTC Program Standard 2)

4. Demonstrate an understanding of the roles of different school personnel in the identification and service delivery of students with exceptionalities and knowledge of participation as a team member in the development and implementation of a student's Individualized Education Plan (IEP), Individualized Family Service Plan (IFSP), and Transition Portion of the IEP. (CTC Program Standard 8)

5. Demonstrate knowledge of the processes of collaboration, consultation, effective communication, and co-teaching in providing services to students with exceptionalities and knowledge of cooperative and collaborative relationships with special education teachers, general education teachers, other school professionals, parents, and community members significant to the education of students with exceptionalities. (CTC Program Standard 4)

6. Demonstrate a basic understanding of the continuum of service delivery options available to students with exceptionalities across all categories of disability, with an emphasis on educating students in the least restrictive environment. (CTC Program Standard 2)

7. Demonstrate knowledge of the process of transition of the student with exceptionalities to the least restrictive environment across all categories of disability, including academic, occupational, and residential transitions. (CTC Program Standard 2)

8. Demonstrate knowledge of basic assessment, specialized and individualized instructional strategies, and appropriate accommodations that ensure that students within all categories of exceptionalities have access to the core curriculum. (CTC Program Standard 5)

9. Demonstrate knowledge of strategies to ensure that all students with exceptionalities are integrated into the social fabric of the general education classroom, school, and society including the creation of a positive, inclusive classroom community. (CTC Program Standard 12)

10. Demonstrate knowledge of the use of resources such as personnel, equipment, instructional materials, teaching strategies, technology (including assistive technology), and supplies available in the school and local community for assessing and educating students across all categories of disability in the general education classroom. (CTC Program Standard 6)

11.

Required Texts/Course Materials:
Vaughn, S., Bos, C.S., & Schumm, J.S. (2018). *Teaching students who are exceptional, diverse, and at-risk in the general education classroom (*7th ed). Boston: Allyn & Bacon. (text only – only use this edition)

About This Course/Teaching Philosophy/What to Expect
Although this course is conducted asynchronously, you should be prepared to set aside time each week to log into this class through BeachBoard and complete the lecture, which will include related videos and other course related documents, and discussion boards. There will often be additional assignments, as in any other university class, to be completed outside of weekly "attendance" in class. If you get in the habit of setting aside this time weekly, you will be on your way to having a productive semester and will not get behind.

Should you need assistance, I strongly encourage you to use the zoom link for office hours. However, I do realize that the one hour set aside for this may not work for your schedule. In this case, please email me and give me options of when you are available. I will match my schedule with yours and send you a zoom link for that time. I am definitely here to help, but I cannot help you if I do not know you need support, especially when we do not meet face to face. So please reach out if you are struggling, or just need someone to talk to!

I also realize that not everyone flourishes in the tech world we are now required to work in. I am actually one of those people myself. Having just survived more than a year teaching remotely, and in a new position, was very interesting and quite the learning curve for this old lady. Again, if you need support navigating the digital component of this class, please reach out. I am happy to assist you.

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using asynchronous learning only, which makes this class entirely online. Students will access the course material and activities on BeachBoard but will **NOT** be 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, participate in class discussion boards, and complete assignments. Students must also have access to Internet sufficient enough to interact in synchronous meetings via Zoom should they need office hours with the instructor.

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 Zoom Etiquette
We will use BeachBoard 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.

If you have a question that you think others may have as well, please post it in the "General Questions and Answers Discussion Board" and I will answer the question for everyone to see. I check this thread almost daily. **The best way for me to get information to everyone is to post under "News: Announcements" on the Beachboard home page for our class (scroll down just a little – on the left). I will always date the announcements when I post them. Whenever you log onto BB, please get in the habit of checking this – it is actually better than emailing you from BB or from MyCSULB as not all emails get to all students.**

To turn on these email/announcement notifications:
On our Beachboard class home page, click on your name on the top right / drop down / notifications / click on what you want to be notified about: "news" plus any other reminders, and also register your mobile device

Course Schedule
The general class schedule is included below. The complete schedule for the class is listed under "content" on BeachBoard. Each week should be treated as a checklist and is divided into "lecture" and "assignments", most with links directly to discussion boards, videos, related drop boxes, etc. As long as you tackle the content for that specific week and adhere to the due dates and cut off times, you will keep up with the class.

DB = Discussion Board (due Thursday at midnight)   A = Assignment (due on Sunday at midnight)
  REQ – Required Discussion Boards   CH – Your Choice Discussion Boards: see choices on BB

Week	Date	Topic	Due
1	8/23	Introduce Yourself	DB: Introduce Yourself (REQ) A: Scavenger Hunt
2	8/30	Foundations/History	DB: 25/35 Years (REQ) Extra Credit: Upload Picture
3	9/6	IEPs & LRE	DB: IEPs/LRE (REQ) A: What Do You See?
4	9/13	Response to Intervention	DB: RtI (REQ)
5	9/20	Students who are Culturally and Linguistically Diverse	DB: English Language Learners (REQ) A: IRIS #1
6	9/27	Specific Learning Disabilities	DB: SLD (CH)
7	10/4	ADHD	DB: AHDH (CH)
8	10/11	Communicative Disorders	DB: Communicative Disorders (CH) A: IRIS #2
9	10/18	Behavior #1	DB: Guiding Principles (CH) Quiz #1
10	10/25	Behavior #2	DB: Managing Behavior (REQ)
11	11/1	Developmental Disabilities	DB: Developmental Disabilities (CH) A: IRIS #3
12	11/8	Autism	DB: Autism (CH) Quiz #2
13	11/15	Collaboration	DB: Collaboration (CH) A: Community Resource Website Review
14	11/22	No Class	Happy Thanksgiving
15	11/29	Instructional Grouping	DB: Instructional Grouping (CH) A: IRIS #4
16	12/6	Last Week**	Quiz #3 A: Post Reflection Extra Credit (optional)

Course Evaluation Components and Grading

Evaluation Components and Weight

Description	Type	Linked to SLO	% of Course Grade
Fieldwork Observation Alternate Assignment: IRIS (4) Due to COVID-19 students are unable to observe in public schools. IRIS modules and case-based activities offer an opportunity to look at classroom practices from outside the classroom and examine current hot classroom topics.	Assignment	SLO 1 – 10 (Depending on Choices)	31%
Discussion Boards: Responding to a weekly prompt, and also responding to peers.	Participation	SLO 1 – 10 (Depending on Choices)	26%
What Do You See?: The purpose of this assignment is to examine attitudes and beliefs about individuals with disabilities, match the disabilities identified under IDEIA with their eligibility statement, and look at how the lives of individuals with disabilities are portrayed in the media.	Assignment	SLO 1,5,6,9	8%
Community Resource Website Review: The purpose of this assignment is to call student's attention to the myriad of resources available within the community to support people with special needs.	Assignment	SLO 10	8%
Quiz x 3	Exam	SLO 1 - 10	16%
Post Reflection Statement: This narrative is a wrap up for the semester, covering strategies, making connections, and surveying feelings regarding students with disabilities.	Assignment	SLO 4,5,8,9	5%
Scavenger Hunt: Students will search amongst the syllabus and content of week #1 for answers to questions about the course.	Assignment		5%

Course Grading

90-100%   = A   Mastery of the relevant course standards
80-89%   = B   Above average proficiency of the relevant course standards
70-79%   = C   Satisfactory proficiency of the relevant course standards
60-69%   = D   Partial proficiency of the relevant course standards
Below 60%   = F   Little or no proficiency of the relevant course standards

Points Breakdown:
342-380   = A
304-341   = B
266-303   = C
228-265   = D
< 228   = F

Two opportunities to earn **extra credit**:
1. By the end of week 2, upload a picture of yourself (5 points)
2. Complete the extra credit assigned at the end of the semester (up to 10 points)
*Instructions on BB for completing both

Course Policies

Attendance and Participation

Asynchronous participation in BeachBoard discussions is required and is 26% of your grade. Since this online class has no set attendance times; students should understand that they have several days to complete a discussion board question which is in lieu of attending class regularly on campus. The deadline for this is Thursday at midnight weekly. Since students have from Monday morning to Thursday night at midnight to complete the required activity, very rarely will absences be excused and an opportunity to make up the discussion board question be honored. Each week's content opens on Saturday morning for your convenience. Once the initial thread is posted by Thursday at midnight, students have until Sunday at midnight to respond to two peers. Non-participation these asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

For non-weekly assignments there will be a late drop box offered. Students will lose various points per day for each day late on these assignments, depending on the assignment. The late drop box, however, is only open for a certain length of time after the assignment is due. Please be sure to check the last day accepted for that assignment's late drop box. (Dates in the drop box are the final dates assignments can be "dropped" in. If you use the "late" drop box, you will lose points off assignments for using the late drop box.) For students having "extenuating" circumstances, these must be communicated to the instructor PRIOR to the due date in order to be considered.

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. The TURNITIN feature is activated for assignments turned into the drop box, so the similarity of your work with other work submitted prior to yours is compared. This percent similarity is evident to the instructor once the assignment is uploaded into the drop box. A high percent similarity will negatively affect grading for that assignment and could impact your grade in the course.

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.

Office Hours
- I can address most questions via email; I check CSULB email twice daily, more often on weekends.
- There is an open zoom link on **Thursday evenings from 5:30-6:30pm**. No appointment is needed; however, you may need to sit in the waiting room if I am with another student.
- I do reserve the right to cancel office hours as needed; unless this is an emergency, you will be notified on Monday via weekly announcements.
- You can use the "Questions and Answers" Discussion Board for general questions that others may have.
- If you send an email to me and I don't respond, please alert me to this in the Q and A discussion board and I will send you an email to initiate the process. There are times when I just do not get an email, but if I do get one I always respond.