## CALIFORNIA STATE UNIVERSITY
# LONG BEACH
**Advanced Studies in Education & Counseling**

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| **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 577: Instructional Methods and Strategies for Individuals with Mild/Moderate Disabilities

## Fall 2021

## College of Education/Education Specialist Credential Program

## Course Information

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| **Instructor**: Kristin Stout | **Email**: Kristin.stout@csulb.edu |
| **Office Hours Days/Times:** Mondays 2:45pm – 3:45pm; Thursdays 1:00pm – 2:00pm; and by appointment | **Office Hours Venue: via Zoom -** https://csulb.zoom.us/j/5427693092 |
| **Class Days/Times**: *Mondays 4pm-6:45pm* See course schedule for dates | **Class Venue**: Asynchronous and Synchronous via Zoom https://csulb.zoom.us/meeting/register/tZEkf-mhqj4pHNVWMH6NMNl-NJuvx2UugrCR |

**Catalog Course Description**
Prerequisites: Full admittance to Preliminary Education Specialist Credential Program and concurrent enrollment or completion of EDEL 452 or EDSE 457 and EDEL 462, or full admittance to Master of Science in Special Education program. Department consent is required.
Instructional methods, strategies, and curricular adaptations for students with mild/moderate disabilities from kindergarten to age 22. Research-based interventions, using data for program planning, and use of technology are emphasized. Letter grade only (A-F).

**Course Student Learning Outcomes and Goals**
Course Learning Outcomes: Upon successful completion of the course, students will:
1. Identify characteristics of students with mild to moderate disabilities (Commission on Teacher Credentialing (CTC) Mild/Moderate (MM) Standard 1)
2. Implement instructional strategies and interventions for students who are not responding to current instructional environment (CTC MM Standard 5)

3. Plan and implement instruction based on 1) student data, 2) IEP goals and objectives, and 3) grade level standards, and modify or adapt this instruction in order for learners to access general education curriculum (CTC MM Standard 3)
4. Use evidence-based methods and strategies for teaching reading, writing, and mathematic skills, to students with mild/moderate disabilities, and select and adapt standards-based curricula and supplementary materials in these skill areas (CTC MM Standard 5)
5. Use computer-based technologies to facilitate the teaching and learning process, including computer-based technology for information collecting, analysis and management in the instructional setting (CTC Program Standard 6)
6. Document consideration for assistive technology, including low and/or high-tech equipment and materials (CTC Program Standard 6)

Program Student Learning Outcome (SLO) #4 Candidates will design instruction for students aligned with Individualized Educational Program (IEP) goals, based on student data and evidence-based practices in special education.

Teacher Performance Expectations (TPEs): **https://www.ctc.ca.gov/educator-prep/stds-prep-program**
TPE 1   Specific Pedagogical Skills for Subject Matter Instruction
TPE 3   Interpretation and Use of Assessment
TPE 7   Teaching English Learners

**Required Texts/Course Materials:**
Bos, C. S., & Vaughn, S.  (2020). *Strategies for teaching students with learning and behavior problems* (10/e). Boston:  Pearson Education, Inc.

Other Readings

Course Readings are found through the University Library or public weblinks- see links at end of syllabus. Readings are also found on Beachboard. *

**About This Course/Teaching Philosophy/What to Expect**
This course is the final methods course for the Education Specialist Credential Program, the Adaptive P.E. Credential, and the Master's in Special Education.  The focus of this course is on methodology for instruction and intensive intervention for individuals with mild/moderate disabilities.  Your contribution as a candidate to this course is paramount for our semester success.  You bring to this course diverse perspectives and experiences gain from your early clinical fieldwork, job, and current student teaching environments.  We will learn and grow collaboratively as we explore the evidence for what is highly effective in teaching and match this to the experiences you are gaining in the school setting. This course will be built around a semester long intervention project which will allow you to explore and defend best practices and current evidence to develop an intervention to meet the academic needs of a small group of school aged students with mild/moderate disabilities.

**Mode of Delivery and Technical Requirements**
This course is conducted entirely through Alternative Modes of Instruction, 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 online class meetings.

Students who experience unexpected technical issues for an online class session will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online meeting must email me as soon as possible to let me know, and no later than 24 hours after our class meeting to arrange missed work.

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.

When the CSULB campus is opened, there are two open access computer labs are available for current CSULB students. Both the Horn Center (located in lower campus) and the Spidell Technology Center (located in Library) are a great resource for students needing to use a computer.  Visit the Open Access Computing Facilities  website for an extensive list of all available software installed in both computer labs.

**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.

**GPA Policy**
Per CSU Chancellor's Executive Order #547, a candidate must have maintained a minimum grade point of 3.0 in all core Preliminary Credential courses prior to entrance into Final Fieldwork (student teaching), with no grade lower than a "C" in any core course.

# Course Schedule

| Week | Date | Topic | Readings Due | Assignments Due |
|------|------|-------|--------------|-----------------|
| 1 | 8/23 | Synchronous Meeting<br><br>Introductions, Overview of Coursework and introduction to Social/Emotional and Culturally Responsive and Sustaining Frameworks that guide instruction<br>CLO: 3, 5 | CASEL.org *<br>Brown-Jeffy & Cooper (2012) *<br><br>*Note: these two readings will be assigned and discussed during first class meeting.* | *Module 1 activities*<br><br>*"Class Introduction Video"* |
| 2 | 8/30 | Synchronous Meeting<br><br>Instruction and Intervention – Analyze framework of MTSS and Role of Mild/Moderate Educator to Support Social, Emotional, Behavioral and Learning Needs of Students<br><br>CLO: 2, 3, 5 | Swiftschools.org – Intensive Academic Interventions *<br><br>Bos and Vaughn (2020) Ch. 3 pages 57-69 (Implementing Increasingly Intensive Interventions) | *Module 2 activities*<br><br>*"Inquiry Group"* |
| 3 | 9/6 | Labor Day | | |
| 4 | 9/13 | Synchronous Meeting<br><br>Using Assessment Data to Plan and Evaluate Evidence-Based Practices and Intervention Effectiveness to Support Social, Emotional, Behavioral and Learning Needs of Students. Identification of culturally responsive assessment practices that guide data collection<br><br>CLO: 2, 3, 5 | Intensiveintervention.org – Introduction to Intensive Intervention and DBI*<br><br>Bos & Vaughn (2020) Ch. 1 pages 17-25 (Assessing Progress) | *Module 4 activities*<br><br>*"Inquiry Group"* |
| 5 | 9/20 | Asynchronous Module<br><br>Developing Expertise in Teaching and Learning (HLPs) and Using Culturally Responsive and Sustaining Teaching Practices to Support Social and Academic needs of Students with Mild/Moderate Disabilities<br><br>CLO: 1, 5 | Bos & Vaughn (2020) Ch. 4 page 84-115 (Preparing the Instructional Environment)<br><br>CEC – High Leverage Practices pages 15 – 25 *<br><br>Sciuchetti (2017)* | *Module 5 activities*<br><br>*"Inquiry Group"* |

| 6 | 9/27 | Asynchronous Module<br><br>Universal Design for Learning – UDL-to plan for instructional needs for Students with Mild/Moderate disabilities and utilize educational technology tools and resources to enhance the learning environment<br><br>CLO: 3, 5, 6 | CEEDER.org - Universal Design for Learning (UDL)*<br><br>Rao & Meo (2016)* | *Module 6 activities*<br><br>*UDL Lesson Plan* |
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| 7 | 10/4 | Synchronous Meeting<br><br>Assessing and Teaching Reading to Meet the Characteristics of Students with Mild/Moderate Disabilities<br><br>Gathering Information (PLP and Baseline) to Plan Intensive Interventions for Students with Mild/Moderate Disabilities<br><br>CLO: 1, 2, 3, 4, 5 | Vaughn & Bos (2020) Ch.7<br><br>Review of previous readings | *Module 7 activities*<br><br>*Inquiry Group* |
| 8 | 10/11 | Asynchronous Module<br><br>Educational & Assistive Technology: Technology as a Tool for Teachers of Students with Mild/Moderate Disabilities<br><br>CLO: 1, 3, 5, 6 | Wisconsin Assistive Technology Institute (2009) pages 1-19 of ASNAT Chapter 1 *<br><br>Video analysis of AT practices | *Module 8 activities*<br><br><br>*Assistive Technology Observation and Guide* |
| 9 | 10/18 | Asynchronous Module<br><br>Early Literacy Skills: Intervention and Modification in Curriculum and Instruction to Teach Decoding, Phonological & Phonemic Awareness, and Word Recognition to Meet the Learning Characteristics of Students with Mild/Moderate Disabilities<br><br>CLO: 1, 2, 3, 4, 5 | Intensiveintervention.org - User Guide for Sample Reading Lessons *<br><br>Intensivetintervention.org - Literacy Strategies to Support Intensive Interventions * | *Module 9 activities*<br><br><br>*Intervention Baseline & Assessment Tool (Part 1)* |

| 10 | 10/25 | Synchronous Meeting<br><br>Evidence-Based Interventions and Strategies for Teaching Reading Comprehension and Fluency to Individuals with Mild/Moderate Disabilities<br><br>CLO: 1, 2, 3, 4, 5 | Foorman, et al (2016) * read the assigned recommendations from Practice Guide<br><br>Kamil, et al (2008) * – read the assigned recommendations from Practice Guide<br><br>Vaughn & Bos Ch. 8 pages 226-258 (Evidence Based Practices) | *Module 10 activities*<br><br>*"Inquiry Group"* |
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| 11 | 11/1 | Synchronous Meeting<br><br>Intensive Intervention for Literacy: Closing the GAP in selecting and planning an Intervention to Meet the Diverse Needs of Students<br><br>CLO: 2, 3, 4 | Vaughn & Bos (2020) Ch. 7 – 10 review | *Module 11 activities*<br><br>*Intervention Lesson Plan* |
| 12 | 11/8 | Asynchronous Module<br><br>Interventions and Assessments for Vocabulary, Writing & Spelling through the Content Areas for Teaching Students with Mild/Moderate Disabilities<br><br>CLO: 1, 2, 4, 5 | Vaughn & Bos (2020) Ch.9 page 289-304 (Assessing and Teaching Spelling and Handwriting and Keyboarding)<br><br>& Ch. 10 pages 312-332 & 347-351 (Teaching Content Area Reading) | *Module 12 activities*<br><br>*Intervention Design and Research (Part 2)* |
| 13 | 11/15 | Synchronous Meeting<br><br>Mathematics Interventions and Strategies for Early Numeracy and Computation for Individuals with Mild/Moderate Disabilities<br><br>CLO: 2, 3, 4 | Vaughn & Bos (2020) Ch. 11 | *Module 13 activities*<br><br>*"Inquiry Group"* |
| 14 | 11/22 | Fall Thanksgiving Break | | |

| 15 | 11/29 | Asynchronous Module<br><br>Mathematics Interventions, Direct Instruction, and Strategies for Problem Solving & Algebra Skills<br><br>CLO: 1, 2, 3, 4, 5 | Intensive Intervention in Mathematics * | *Module 15 activities*<br><br>*"Inquiry Group"* |
| 16 | 12/6 | Synchronous Module<br><br>High Leverage Practices:  Application of HLP to instruction that is culturally responsive and sustaining for students with Mild/Moderate support needs<br><br>CLO: 1, 3, 5 | The IRIS Center:  High Leverage Practices on Instruction * | *Module 16 activities*<br><br>*Instructional Implementation (Part 3)* |
| Finals Week | 12/13 | Asynchronous Module<br><br>FINAL EXAM<br><br>CLO: 5 | | *Module 17*<br><br>*Presentation of Intervention Project (Part 4) and Peer Reflection (Part 5)* |

# Course Evaluation Components and Grading

**Evaluation Components**

Candidates will add work to their Education Specialist Credential Portfolio from work in EDSP 577:

**"Inquiry Group" Discussions - CLO # 1-6 (7 @ 5 points each = 35 points)**
Candidates will be assigned groups for participation in "Inquiry" related to the weekly assigned readings.  Each week, one candidate will be assigned to be the discussion leader and post one well thought inquiry based on the assigned reading.  "Inquiry Content" points for the discussion leader are assigned based on evidence of a thoughtful inquiry question/prompt and timeliness.  Late inquiry prompt by discussion leaders will result in 0 points for "Inquiry Content".   "Response" points will be assigned based on continuing the discussion with group members.  The *inquiry prompt must be posted by Friday at 11:59pm for credit.   Responses are due by Monday at 4pm*

All other candidates in the group will respond to the discussion leader's inquiry.  Points for responses to "Inquiry Content" will be assigned based on evidence of connection to and reflection of the assigned reading. "Response" points will be assigned based on continuing the discussion with group members. All *responses are due by Monday at 4pm.*   Late points are assigned for late responses.    If a prompt is not provided by the discussion leader, then all respondents may use the following generic prompt - "Highlight one critical concept from this week's reading and describe how this concept should guide your teaching of students with disabilities".  If needed, use this link for assistance with <u>Discussion in Beachboard</u>.

**Module Activities – CLO # 1-5 (14 modules with activities @ 5 points total = 70 points)**

Attendance, preparedness and participation in all class modules, activities and synchronous class meetings is expected.  For any module work submitted late, Late Points will be applied.  Activities and participation in synchronous class meetings cannot be made up.  If a candidate has a documented excused absence (see information above), then exceptions will be made – and it is the candidate's responsibility to contact the instructor for exception criteria prior to the next class session.

Within each weekly module candidates will review websites and technology resources that pertain to the content.  Websites and technology resources are selected to enhance and facilitate the teaching and learning process for students with disabilities and to guide educators in collecting, analyzing and managing the instructional setting.   Resources and websites will be shared each week, and it is expected that candidates will analyze, select, and organize a personal list of these.

**Assistive Technology Observation and Guide – CLO # 5-6 - CLINICAL 2 (10 points)**

This is an alternative fieldwork assignment and will be used to document experiences in the field.  This work will be included in the Education Specialist Portfolio for Fieldwork Observation Experiences.   Candidates will view and reflect upon a series of videos related to assistive technology.  Using this information, candidates will then simulate the consideration and selection process for assistive technology tools.  Written narrative and forms will be uploaded to Beachboard by due date on course schedule.  Detailed directions and a grading rubric can be found on Beachboard.

**Literacy Intervention Project – CLO # 1-5 - CLINICAL 2**

*Signature Assignment, meeting Program SLO #4*

The Signature Assignment Literacy Intervention Project will be a modified field experience project and will be included in your portfolio and shared on S4@ The Beach to count for Fieldwork Observation Experiences.

The Literacy Intervention Project will provide alternative modes of instruction to learn about using information gathered from informal assessments to plan for intensive intervention instruction in Literacy (phonological awareness, decoding, fluency, vocabulary, or comprehension).
The project will consist of collaboration with peers, research of assessments and interventions, proposals for intervention, and simulation of aspects of intervention.   The project will be submitted in parts and due dates are listed on course schedule.

*Part 1: Intervention Baseline & Assessment Tool (25 point)*

Candidates will submit a written narrative that demonstrates evidence of research (citations required) and collaboration with peers that includes the following components of *Intervention Baseline & Assessment Tool:*
> Language, ethnicity, culture, learning strengths and challenges, behavior and SEL, disability specific characteristics; Selecting students for intervention; Summarizing Present Levels of Performance in area of intervention; Creating intervention goals
> Assessment tools and methods for gathering baseline assessment data

Candidates will create simulated items for hypothetical students:
> Summaries of students selected; Sample tool and results; Intervention goals; Electronic graphing of baseline assessment results and goal line

*Part 2: Intervention Design and Support from Research (25 points)*

Candidates will submit a written narrative that demonstrates evidence of research (citations required) and

collaboration with peers that focuses on the following components of *Intervention Design and Support from Research:*

Reflection on best practices with intervention; Proposed interventions and research with defense based on student profiles; Considerations for modifications to interventions;      Progress monitoring for interventions

Candidates will create simulated items for hypothetical students:

Proposed intervention schedule and progress monitoring; Communication with parents/students

*Part 3:  Instructional Implementation (15 points)*

Using the proposed intervention schedule (Part 2), candidates will record (audio and video) themselves delivering part of their planned intervention.  This intervention lesson can be delivered to anyone over the age of 18, or, to a minor with written consent of guardian.  The recording will be evaluated on the following components:

Professionalism in planning and recording, and adherence to time frame (min 4 minutes / max 8 minutes); Use of materials to support instruction; Effectiveness of instructional strategies

Candidates will submit a written narrative that demonstrates evidence of reflection on the planning and teaching process, and will focus on the following components of *Instructional Implementation:*

Discussion of the planning and teaching process;     Reflection, based on analysis of the recording

*Part 4:  Presentation of Intervention Project (10 points)*

Candidates will create a multi-media presentation (video and audio) that describes the components of the Literacy Intervention Project.  *Presentations of Intervention Projects* will be evaluated on the following components:

Professionalism and creativity of project and adherence to 7 minutes maximum; Overview of considerations for intervention; Sample and discussion on selected assessment tool for baseline and progress monitoring; Sample and discussion on selected intervention and proposed schedule

*Part 5:  Peer Reflection on Presentations (5 points)*

Candidates will select 4 presentations to view and provide reflective comment.  Selected presentations must be from different intervention focus areas.  *Peer Reflections* will be evaluated on the following criteria:

Adherence to criteria for presentations to view and reflect; Reflective nature of the comments and connection to course contents

**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**

| Evaluation Component | Points | Weight |
|---|---|---|
| Module Activities (14 modules x 5 points each) | 70 | 35% |
| Assistive Technology Observation and Guide | 10 | 5% |
| "Inquiry Groups" (7 discussions x 5 points each) | 35 | 17% |
| Class "Introductory Discussion" | 5 | 2% |
| Literacy Intervention Part 1 | 25 | 13% |
| Literacy Intervention Part 2 | 25 | 13% |
| Literacy Intervention Part 3 | 15 | 8% |
| Literacy Intervention Part 4 | 10 | 5% |
| Literacy Intervention Part 5 | 5 | 2% |
| **Total** | **200** | **100%** |

## 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 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. Please refer to and get familiar with the CSULB Attendance Policy .

Synchronous course meeting Netiquette expectations:
1. Synchronous meetings will be held during arranged course day/time. Check weekly Beachboard "modules "for information on meeting dates, as well as the syllabus. Synchronous class Zoom link is also provided.
2. Be prepared for class sessions – have downloaded course weekly materials, complete and have access to the reading, complete all assignments by due dates and be sure to log into class sessions by the start of the posted class session. Timeliness is expected.
3. Use video during meetings (see Zoom information about "virtual background" if desired). Sessions will <u>not</u> be recorded (and feature will be turned off for individual recording) unless notified by instructor, in which case candidates have the option to turn off their video setting. If video is not turned on, then candidates are expected to actively participate in discussions – especially during activities/discussions. Passive presence will result in lowered Module Activity points for synchronous meetings.
4. Mute microphone when not speaking.
5. Module Activity participation points will be issued based on the above criteria.

**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 or for missed synchronous Zoom activities due to connectivity issues, 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.

**Submission of Assignments**
- All assignments will be typed using a 12-point font, double-spaced and proofread for grammatical and spelling errors.
- Candidates are expected to use "people first" language (e.g., student with a learning disability, teacher of students with intellectual disability).
- All assignments should reflect assigned critical thinking of assigned readings and should include in-text citations, summary or quote, and link the content to personal reflection or experience.  References should be provided for each assignment unless indicated by instructor.  The CSULB Library provides APA manual and citation supports.
- All oral and written references to sample/observation students will be made without identifying information.  Full confidentiality of subjects will always be maintained.
- Rubrics will be posted on Discussion Board, Dropbox, and/or Beachboard and provide criteria for each assignment.
- Unless specified, all assignments are **due Mondays at 4:00pm** on week listed on course schedule below.
- Points will be deducted from assignments that do not adhere to these guidelines.

**Re-Do's**
Candidates will be allowed to re-do only one assignment per course.   Assignments eligible for a re-do must have an original score of 75% or lower, excluding late points assigned.  It is the responsibility of the candidate to conference with the instructor within the week the assignment is returned and plan for resubmission.  Re-Do assignments must accompany originally graded work and be submitted one week of receiving graded original work, unless agreed by instructor.  Re-done work is only eligible for a score of up to 75%.  Re-do assignments must be submitted before the start of Final's week.   Assignments submitted for the Final Exam week are not eligible for re-do.

**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, Candidates in the Education Specialist Credential Program are held to the Professional Disposition Qualities that are developed by the College of Education and have been shared upon admission to the credential program.  Candidates not demonstrating these dispositions are subject to intervention and when necessary, removal from the credential program.

**Education Specialist Website**

Candidates are expected to visit the Education Specialist Website on a regular basis.  Program updates and deadlines are posted.  Program Policies are updated regularly, and candidates are responsible for these.  "Fieldwork Forms" can be found under Post-bac Program Information.    Documents and Forms

## Additional Information

**Sexual Assault, Rape, Dating/Domestic Violence and Stalking**
[*This is an optional statement that was prepared created by the Not Alone@ The Beach team (http://www.cla.csulb.edu/natb/) and has been approved by the campus advocate and the Title IX Office.*]
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 <u>do</u> 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.

**DREAMERS Success Center**
The Dream Success Center was established with the intent to provide services, resources, and support to undocumented students on the CSULB campus. Come visit us in Peterson Hall 2, Student Success Center (SSC-290) beginning 01/16/2019 or you can explore this DREAM web page to learn more about how we can assist you.

**OMBUS Student Resources**
The Office of University Ombuds is an independent, neutral resource for informal problem-solving. The Office serves all members of the campus community – including students and alumni/ae. Please see their extensive Student Resources list Ombuds resources

**CED Scholarships and Financial Aid**
The CSULB Center for Scholarship Information (CSI) offers a one-stop shop for information on all CED, General Campus and External Scholarships. CSI also provides access to the BeachScholarships system, which offers a single online application for all CED and General Campus Scholarships during the application cycle from November 1 through February 15.

**Student Emergency Intervention and Wellness Program**
The CSULB Student Emergency Intervention and Wellness Program is a comprehensive initiative that identifies and immediately serves CSULB's most at-risk students which include our displaced students, food insecure students and students experiencing an emergency situation or crisis.  To access these resources please contact 562-985-2038 or visit  Emergency grant

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.

# Reference List

**Reference List**
Additional Course Readings can be found on Beachboard (*).   Links to CSULB Library for these articles provided below.  **Note**: To library resources off-campus one needs establish a **Library Password at:** https://coast.library.csulb.edu/patroninfo   Click on the **Get it @CSULB** button for article full-text availability. If an article is **not** available electronically or in hard copy from the CSULB Library, then request it from the **BeachReach**: http://www.csulb.edu/library/guide/serv/docdel.html#beachreach

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