



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.

UDCP 400: Foundations of Teaching and Learning in Inclusive, Diverse Settings

Fall 2022

Advanced Studies in Education and Counseling/Education Specialist Credential Program

Liberal Studies/ Urban Dual Credential Program

Course Information

Instructor: Kristin Stout	Email: Kristin.stout@csulb.edu
Office Hours Days/Times:	Office Hours Venue:
Class Days/Times: 2-unit course with 2-hour weekly class meetings	Class Zoom Link:

Catalog Course Description

Prerequisites: Acceptance into the Urban Dual or Education Specialist Credential Program or consent of Program Coordinator.

Students must have a valid Certificate of Clearance and proof of a negative TB test to begin fieldwork hours in this course.

Foundations in teaching and learning in inclusive, diverse settings. Discussion of professional, legal and ethical practices, multi-tiered system of supports, disability categories, and inclusive collaborative models. Letter grade only, A-F. 2 units. Lecture.

Course Student Learning Outcomes and Goals

Course Objectives: Upon successful completion of the course, students will:

1.Examine critical theoretical frameworks of inclusive education and Universal Design for Learning (UDL) that support the development and learning of students of diverse racial/ethnic, gender, culture, language, ability, and life experiences, including frameworks of social-emotional learning (SEL) and culturally responsive and sustaining practices (CRSP) and describe school wide models that support all learners through a Multi-Tiered System of Supports (MTSS)framework. (Commission on Teacher Credentialing (CTC) Universal (U) Teacher Performance Expectations (TPEs) U 1.4, 2.1, 2.2, 2.3, 2.5, 3.4, 4.4., 6.2, Extensive Support Needs (ESN) TPEs2.11, 2.13, 6.4, Mild Moderate (MM) TPEs2.8, 2.10, 6.3)

EDSP & UDCP PLO #1

2. Communicate one's personal philosophy of inclusive education including its relationship to special education, bilingual education, and general education in diverse, urban schools. (U 1.6, 6.1, 6.3, 6.7)
3. Describe the teaching and learning process, including principles of basic lesson planning, to facilitate students with disabilities in meeting state content standards and High Leverage Practices. (U 1.3, MM 2.1, 3.1, ESN 2.5, 3.2, 3.3)
4. Describe ethical principles guiding teaching practices for students with disabilities. (U 6.5, 6.6)
5. Explain relevant state and federal laws and litigation regarding education of individuals with disabilities from birth through adulthood, including referral process and identification of the major categories of disabilities identified in IDEA and issues of disproportionality across these categories. (U 2.4, 3.4, MM 1.2, 2.11, 3.2, 3.3, 5.3, ESN 1.3, 1.7, 2.14, 3.4, 3.5, 5.4)

EDSP & UDCP PLO # 1

6. Identify the roles and responsibilities of teachers and parents in the Individualized Education Program planning and implementation process through culturally responsive and sustaining practices that emphasize collaboration, consultation, and co-teaching models (ESN 1.5, 1.6, 1.10, 2.4, 4.7, MM 1.1, 1.5, 2.4, 4.6)
7. Describe the major components of the Individualized Education Program document and demonstrate beginning skills in writing present levels of performance, goals, and objectives. (U 4.1, 5.8, ESN 4.5, MM 4.4)
8. Demonstrate introductory skills for professional advocacy and systems-change related to implementing MTSS, including SEL, UDL, CRSP and inclusive frameworks that support diverse school populations. (U 6.4, ESN 1.1, 2.10, MM 2.7)

EDSP & UDCP PLO # 1

9. Observe effective models of inclusive education in diverse, urban schools; identify frameworks (CRSP, UDL, SEL) utilized lead to effective co-planning and differentiated instruction. (U 3.5, 3.6, 4.6, 4.7)

Teacher Performance Expectations

TPE 1: Engaging and Supporting All Students in Learning	I, P, A
Universal 1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I
Universal 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.	I
Extensive 1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from kindergarten to post-secondary.	I
Extensive 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, P, A

Extensive 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, P
Extensive 1.6, Mild Moderate 1.1 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
Universal 1.6, Extensive 1.7 and Mild Moderate 1.2 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.	I, P
Universal 1.3, Extensive 1.10 and Mild Moderate 1.5 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.	I, P
TPE 2: Creating and Maintaining Effective Environments for Student Learning	
Universal 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	I
Universal 2.3, Extensive 2.6, Mild Moderate 2.2 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, P
Universal 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.	I
Extensive 2.4, Mild Moderate 2.4 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
Extensive 2.7, Mild Moderate 2.4 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability but have difficulty accessing their education due to physical limitations.	I
Universal 2.2, Extensive 2.5, Mild Moderate 2.1 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.	I
Universal 2.4, Extensive 2.10, Mild Moderate 2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.	I, P
Extensive 2.3 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
Extensive 2.11, Mild Moderate 2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.	I, P
Universal 2.6, Extensive 2.13 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.	I
Extensive 2.14, Mild Moderate 2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.	I
TPE 3: Understanding and Organizing Subject Matter for Student Learning	
Universal 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.	I
Universal 3.6 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

Universal 3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	I
Extensive 3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	I
Universal 3.5, Extensive 3.3, Mild Moderate 3.1 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).	I, P
Extensive 3.4, Mild Moderate 3.2 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.	I, P
Extensive 3.5, Mild Moderate 3.3 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
TPE 4: Planning Instruction and Designing Learning Experiences for All Students	
Universal 4.1, Extensive 4.5, Mild Moderate 4.4 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
Universal 4.3, Extensive 4.4, Mild Moderate 4.2 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.	I
<i>Universal 4.4</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: 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
Universal 4.6, Extensive 4.7, Mild Moderate 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.	I
Universal 4.7 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
TPE 5: Assessing Student Learning	
Universal 5.8 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
Extensive 5.4 Mild Moderate 5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.	I, P
TPE 6: Developing as a Professional Educator	
Universal 6.1 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, A
Universal 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I
Universal 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.	I, P, A
Universal 6.4, Extensive 6.2, Mild Moderate 6.1 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
Universal 6.5 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, P
Universal 6.6 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

Universal 6.7, Extensive 6.4, Mild Moderate 6.3 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	I, P
<i>Extensive 6.1</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.	P

Required Texts/Course Materials:

Kurth, J. A., & Gross, M. (2015). *The Inclusion Toolbox: Strategies and Techniques for All Teachers*. Thousand Oaks, CA: Corwin.

Other Readings

Additional Supplemental Course Readings can be found through the CSULB University Library, or, through open weblinks - see links at end of syllabus. Readings are also found on Beachboard*

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

TPEs that are Introduced and Practiced are listed under the Course Schedule. TPEs that are Practiced or Assessed are listed under Course Evaluation Components and Grading

Week	Topics and Course Learning Outcome	Readings Due	Assignments Due
1	<p>Introductions, syllabus review</p> <p>Ethical principles and dispositions of special education. (I for U 6.6)</p> <p>What is Inclusive Education and what knowledge and skills do educators need to support student across federal disability categories? (I for E 2.4, MM 2.4)</p> <p>Introduction to TPEs and TPA</p>	<p>* CEC ethical principles</p>	<p><i>Module 1 activities on ethics and inclusive practices for teachers</i></p>
2	<p>Issues guiding inclusive practice: Diversity in our Schools, CRP, SEL, disproportionality including incidence & demographics, school and systems change. (I for U 6.7, E 6.4, MM 6.3)</p> <p>Maintaining high expectations for students and promoting reflective practices for educators (I for U 1.1, U 2.5, U 6.2)</p>	<p>*Young, et al (2017)</p> <p>*Sciuchetti (2017)</p>	<p><i>Module 2 activities</i> <i>Group Discussions on CRP and SEL</i></p> <p><i>“Inquiry Group” on issues guiding our practice and maintaining high expectations</i></p> <p>(P for U 6.7, E 6.4, MM 6.3)</p>
3	<p>Understanding the law guiding the Special Education Process – Laws that guide our practices, including IDEA and its principles, ESSA, Section 504, ADA, Special Education Evaluation Procedures including prereferral, eligibility, service delivery; (I for U 4.1, E 4.5, MM 4.4)</p> <p>Collaborating and communicating with parents about the Special Education Process.</p>	<p>Ch. 1 (pages assigned)</p> <p>* National Center for Learning Disabilities: Parent Guide Read Chapters 1, 3, 5, 6</p>	<p><i>Module 3 activities</i> <i>Comparison of special education law activity</i></p> <p><i>“Inquiry Group”</i></p>

<p>4</p>	<p>MTSS – Inclusive Academic Instruction; Inclusive Behavior/Social-Emotional Instruction</p> <p>High Leverage Practices that promote students’ growth and development and foster a caring environment</p> <p>(I for U 2.1, U 2.3, U 2.4, E 2.10, MM 2.7, E 2.11, MM 2.8, E 3.4, MM 3.2, U4.3, E 4.4, MM 4.2)</p>	<p>*Swiftschools MTSS Modules completed on - Inclusive Academic Instruction & -Inclusive Behavior/Social-Emotional Instruction</p> <p>(P for U 2.4, E 2.10, MM 2.7, E 2.11, MM 2.8)</p>	<p><i>Module 4 activities</i> <i>SWIFT modules on Inclusive Academic and Behavioral/Social Emotional Instruction</i></p> <p><i>Quiz 1 – Topics from weeks 1 through 4</i></p> <p>(P for U. 2.3)</p>
<p>5</p>	<p>Frameworks to support all learners: Inclusive Education for ALL students</p> <p>Using principle of MTSS to support all learners (I for U 1.4; U 4.4)</p> <p>Philosophies of inclusive education: What is a philosophy? (I for U 6.1, U 6.3)</p>	<p>Ch. 5 and 10</p> <p>*Review Swift Guide</p>	<p><i>Module 5 activities</i> <i>Reflection on Inclusive Learning</i></p> <p><i>Philosophy of Inclusive Education</i></p> <p>Sharing personal philosophy of inclusive education. (P for E 2.4, MM 2.4, U 4.1, E 4.5, MM 4.4)</p>

<p>6</p>	<p>Disability features and unique learning profiles and categories of students with High Incidence Disability and Mild Moderate Support Needs (I for U 1.6, MM 1.2, MM 3.3 MM 2.10)</p> <p>Collaborating to develop adaptations and accommodations, including educational and assistive technology to support students with mild moderate support needs (I U 2.2, MM 2.1, MM 2.2, MM 2.3, U 3.8, MM 2.11)</p> <p>Introduction to principles of Universal Design for Learning (UDL) and Evidence-Based strategies to support students with mild moderate and extensive support needs (I for U 1.4, MM 2.1, U 3.6 U 3.5, MM 3.1)</p>	<p>*Special Education Guide- Disability Profiles (see specifics for High Incidence Disabilities)</p> <p>*IRIS Resource Locator Modules for Mild Moderate Support Needs Disabilities & High Incidence Disabilities</p>	<p><i>Module 6 activities</i> <i>Student Presentations on disabilities and accommodations/adaptations and use of UDL.</i></p> <p>(P for MM 2.2, MM 2.3, U 3.5, MM 3.1, MM 3.2, MM 3.3)</p>
<p>7</p>	<p>Disability features and unique learning profiles and categories of students with Low Incidence Disability and Extensive Support Needs (I for E 2.6, E2.7, E 1.3, U 1.6, E 1.7, E 3.2, U 2.6, E 2.13, E 2.14, E 3.5, E 6.7, E 6.6, E 4.2)</p> <p>Introduction to principles of Assistive Technology (AT) and alternative and augmentative procedures (AAC) and evidence-based practices for students with mild moderate and extensive support needs (I for U 1.4, U 2.2, E 2.3, E 2.5 U 3.6, U 3.5, E 3.3)</p>	<p>*Special Education Guide- Disability Profiles (see specifics for Low Incidence Disabilities)</p> <p>*IRIS Resource Locator Modules for Extensive Support Needs Disabilities and Low Incidence Disabilities</p> <p>(P for E 2.3, E 3.3, E 3.4, E 3.5, E 6.7, E 6.6, E 4.2)</p>	<p><i>Module 7 activities</i> <i>Student Presentations on disabilities and AT/AAC (A for E 1.3, E 2.3, E 6.7, E 4.2)</i></p> <p><i>Quiz 2 Topics for weeks 5-7</i> <i>(P for 6.1, E 1.3, E 2.6, E2.7, E2.3, E 6.7)</i></p>

8	<p>IEPs: Developing High-Quality Standards Based Individualized Education Programs for students across federal disability categories (CCSS) (I for E 1.5, E 1.6, MM 1.1)</p> <p>Current laws and litigation that guide referral, identification, and development of the IEP</p>	<p>*IRIS Module – Developing High-Quality Individualized Education Programs</p>	<p><i>Module 8 activities</i> <i>IRIS module on IEPs</i></p> <p>“Inquiry Group”</p>
9	<p>Meeting student needs academically, socially, emotionally, and linguistically through the IEP development process; (I for U 5.8, E 5.4, MM5.3)</p> <p>Understanding Bilingual Education and its history;</p> <p>FERPA and protecting students’ confidentiality (I for U 3.4)</p>	<p>* Center for Parent Information and Resources; IEP Components</p> <p>*National Center on Learning Disabilities: Parent Guide Read chapter 7</p>	<p><i>Module 9 activities</i> <i>Practice simulation of IEP components</i></p> <p>“Inquiry Group”</p>
10	<p>Collaboration with the school team in educational planning- IEP, IFSP, ITP, 504 Plans</p> <p>Program planning across the life span for students with mild moderate and extensive support needs (I for E 1.1, U 1.3, E 1.10, MM 1.5)</p> <p>Scheduling and coordinating delivery models with the multidisciplinary team, agencies, and support staff</p>	<p>Ch. 4 (pages assigned) 11 (pages assigned) and 14 (pages assigned)</p> <p>*U.S. Department of Education – Laws & Guidance; A Guide to the Individualized Education Program</p> <p>*Edsource: Guinea Pigs of Change</p>	<p><i>Module 10 activities</i> <i>Comparison of collaboration/case management resources</i></p> <p>“Inquiry Group” <i>Reflection on collaboration, coordination of delivery, and program planning across the life span</i> (P for U 6.3)</p>

11	Interpersonal communication skills necessary for conflict management, advocacy, leadership, and supervision within special education (I for U 6.4, E 6.2, MM 6.1)	Ch. 7 (pages assigned) *Skills You Need *National Center on Learning Disabilities: Parent Guide Read chapter 11	<i>Module 11 activities</i> <i>Quiz 3 Topics for weeks 8-11</i> (P for U .3, E 1.10, MM 1.5, E 5.4, MM 5.3) <i>Simulated IEP assignment</i> (P for E1.5, E 1.6, MM 1.1, U 1.6, E 1.7, MM1.2, U 5.8)
12	Veteran's holiday		
13	Using a Fully Integrated Organizational System to differentiate instruction and support lesson plan development through co-planning and teaching (I for U 4.6, 4.7, MM4.6, U 4.7)	*Swiftschools Module Ch. 12	<i>Module 13 activities</i> <i>SWIFT module on fully integrated organizational system</i> "Inquiry Group"
14	Thanksgiving holiday		
15	Differentiating instruction based on learner needs – UDL; scheduling for consultation and differentiated instruction (I for U 6.5)	Ch. 9	<i>Module 15 activities</i> <i>Modeling UDL accommodations and adaptations for classroom participation</i> <i>Reflection and Observation of Inclusive Setting</i>
16	Social facilitation and peer support essential for building meaning and sustaining respectful partnerships	Ch. 8 and 13	<i>Module 16 activities</i> <i>Comparison of peer tutoring and mentoring programs</i> <i>Quiz # 4 Weeks 12-16</i>

Finals Week	FINAL EXAM - Group Presentations and Reflections		<i>Module 17</i> <i>Parent Workshop Presentation on MTSS group paper</i> <i>Parent Workshop Presentation group media presentation</i> <i>Individual Peer Evaluation Form</i> <i>Peer comments on presentations</i>
-------------	--	--	--

Textbook readings are referenced with (Ch.) Additional Course Readings are referenced with (*).

Course Evaluation Components and Grading

Evaluation Components

Personal Philosophy of Education - SLO # 2 - 3 (15 points)

(Assessed TPEs U 6.1, U 6.3, U 6.7, E 6.4, MM 6.3)

Candidates will write a personal philosophy of inclusive education (2- 3 pages) that focuses on serving diverse students in urban schools. Candidates will use the course readings to support their arguments and cite sources appropriately. See schedule for due date to Beachboard Dropbox. A rubric for this assignment is on Beachboard and will be graded on the following criteria:

Demonstrate a vision that will guide future practice, going beyond a description of current practices and experiences.

Demonstrate reflection on the relationship between general and special education in diverse, urban schools. Demonstrate a comprehensive reflection on legal, ethical, or professional practices for students in diverse, urban settings.

Demonstrate an understanding of current literature in the field of special education.

Demonstrate effective writing skills including grammar, spelling, and use of people first language.

Observation of Inclusive Urban School Setting - SLO # 4, 10(10 points)

Candidates will reflect on inclusive practices in school settings, with a focus on both elementary and secondary inclusive practices. The project will require observation and a typed reflection responding on inclusive practices as evidenced in an urban school setting and the connection to the quality indicators of inclusive education. Focus of this observation should include, but are not limited to: co-planning and co-teaching, case management, utilizing support staff, and necessary adaptations. Collectively, the observations for this project will include a minimum of 5 hours.

Simulated Individualized Education Plan (IEP) – SLO # 8 (10 points)

Using a video case study candidate will simulate an IEP document (this document will be provided).

Documentation on the simulated IEP will including present levels, adaptations, goals, and objectives.

Quizzes - SLO 1-10 (4 @ 15 points = 60 points)

Students will take four non-cumulative quizzes through the semester that will check for understanding of course content and completion of course readings. The quizzes will be timed, allow for only 1 attempt, are open notes/books, and will comprise of multiple choice, T/F and short answer questions. Quizzes will cover material presented since the prior quiz through the current module's material. Check posted date on course schedule, and all quizzes will open the assigned week on Tuesdays and are **due by Thursdays at 11:00am**. Quizzes may not be taken after the due date/time unless approved by instructor for excused absences under university requirements 1. Illness or injury to the student; 2. Death, injury or serious illness of an immediate family member or the like; 3. Religious reasons.

"Inquiry Groups" – SLO 2 – 10 (6 submissions @ 5 points each = 30)

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 Monday at 11:59pm** for credit. Responses are due by Thursday at 11:00 am.

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. **Responses are due by Thursday at 11:00am**. 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 [Discussion in Beachboard](#).

Module Activities – SLO 2 – 10 (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.

Parent Presentation on MTSS – SLO 2, 7, 9 (35 points)

(Practiced for U 6.4, E 6.2, MM 6.1, U 6.5, E 6.1.)

Candidates will work in small groups to develop a *hypothetical* workshop on multi-tiered systems of support for parents. Considerations for this workshop will be based on experiences working with schools/families and content clearly grounded in course provided references. Through this project candidates will explore school/systems change and then develop a workshop that targets change related to MTSS. A group typed **paper** will be submitted that include the following components:

- Describe the **target audience** that you are preparing the workshop for- description of the parent group, the age/grade level of the school they are a part of, and careful considerations for parent language background and access to the workshop; description of the special education services provided at the school; parents' prior experience with MTSS; rationale for the workshop e.g., why they need to know about this topic (4 points)

- Decide on the **purpose of your presentation** and develop **parent learning outcomes** Your group may decide to provide a general overview of MTSS to parents, **OR** select a specific component of focus (i.e., academic interventions, behavioral interventions, progress monitoring systems, etc.) for the workshop – clearly describe the purpose of this workshop. State 3-5 learning outcomes that you have for the parent participants. These outcomes should be measurable based on activities or parent feedback (5 points)
- Describe the proposed **workshop structure, format, and activities** – number of meetings, agendas for each, activities planned, who will lead the sessions, who will participate and how the workshop addresses the needs of the target audience. Include at least one example of a handout/resources that will be provided to parents and at least one example of an activity you would have parents engage (4 points)
- **Resources**- what resources will you rely on in designing the workshop? Incorporate these resources into the development of your workshop and cite these in the written paper describing the workshop. Provide a list of at least 5 references. References need to be a combination of book chapters, journal articles, and online resources. (3 points)
- **Evaluation** – develop a brief evaluation plan that you will use to determine the effectiveness of your workshop. The evaluation plan should address whether the parents met the 3-5 learning outcomes established. (3 points)
- You will also be graded on **writing style and conventions**, so please edit for correct grammar, spelling, and punctuation (4 points)

Groups will make a **brief presentation** using multi-media of an overview of your workshop. This presentation should give your peers an overview of your workshop and will be shared on Beachboard for peer reflection. Your presentations will be evaluated on the following components:

- A **Professional** and well-developed presentation and adhere to time limit of no more than 6 minutes (2 points)
- Presentation provides an **overview** of the audience and purpose of the workshop, structure and activities, and evaluation plan (3 points)
- Incorporated **example** (or visual) of a handout, activity, and resource (3 points)

Each candidate (not done as a group) will be responsible to complete the following components:

- View and comment on at least 3 different **peer presentations** by the required due date/time. Comments should include something that stood out to you that you would consider including in future parent workshop and one question/consideration that you have about the proposed workshop to be considered by the workshop creators (2 points)
- This project requires candidates to utilize effective communication, collaboration, and team building skill sets. At the completion of the project each candidate will complete a **peer evaluation form** reflecting on the teamwork and collaborative nature of the group. (2 points).

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
Personal Philosophy	15	7%
Observation and Reflection of Inclusive Setting	10	5%
Module Activities (14 @ 5 points each)	70	31%
Simulated IEP	10	5%
Inquiry Group (6 @ 5 points each)	30	14%
Quizzes (4 @ 15 points each)	60	27%
Parent Workshop Presentation on MTSS	36	16%
Total	231	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 not 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. Use of video or not, 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 Thursdays at 11:00am** 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 Urban Dual 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.

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 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.

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 for Articles and Websites

Links to CSULB Library for journal articles are provided below. View the CSULB [Library Services for students](#) and also library [Access Requirements](#).

Council of Exceptional Children. (n.d.). *CEC Ethical Principles and Practice Standards*.

<https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards>

Fensterwald, J. (2021, July 21). *Guinea pigs of CHANGE: Class Of '21 Endured recessions, a pandemic and big shifts in education: VIDEO*. EdSource. <https://edsource.org/2021/guinea-pigs-of-change-class-of-21-endured-recessions-a-pandemic-and-big-shifts-in-education/658231> .

The Iris Center. (n.d.). *Iris Resource Locator: Disability*. <https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/>

** Use Information Briefs, Video Vignettes and Web Resource Directory for **High Incidence Disabilities**: Autism, Specific Learning Disability, Speech and Language Impairment, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment and **Low Incidence Disabilities**: Multiple Disabilities, Traumatic Brain Injury, Visual Impairments, Orthopedic Impairments, Deafness, Deaf-Blindness, Hearing Impairment*

The Iris Center. (n.d.). *Iris Resource Locator Module: Developing High-Quality Individualized Education Programs*.

<https://iris.peabody.vanderbilt.edu/module/iep01/>

National Center for Learning Disabilities. (n.d.). *IDEA Parent Guide: A comprehensive guide to your rights and responsibilities under the Individuals with Disabilities Education Act (IDEA 2004)*. <https://www.nclld.org/wp-content/uploads/2014/11/IDEA-Parent-Guide1.pdf>

**Read chapters assigned for different weeks*

Center for Parent Information and Resources. (2017, November 9). *Contents of the IEP*.

<https://www.parentcenterhub.org/iepcontents/>

Sciuchetti, M. B. (2017). Addressing inequity in special education: An integrated framework for culturally responsive social emotional practice. *Psychology in the Schools*, 54(10), 1245–1251. <https://doi.org/10.1002/pits.22073>

https://csulb-primo.hosted.exlibrisgroup.com/permalink/f/r652kf/TN_wj10.1002/pits.22073

Skills You Need. 2017. *Interpersonal Skills*. <http://www.skillsyouneed.com/interpersonal-skills.html>.

Candidates will take the Interpersonal skills self-assessment

**Read the sections on Communication Skills, Listening Skills, Verbal Communication, Non-verbal communication, Negotiation, and Improving Communication*

Special Education Guide. (2015, August 23). *Disability Profiles*. <http://www.specialeducationguide.com/disability-profiles/>.

For **High Incidence Disabilities read profiles for Autism, Specific Learning Disability, Speech and Language Impairment, Emotional Disturbance, Intellectual Disabilities, Other Health Impairment*

Special Education Guide. (2015, August 23). *Disability Profiles*. <http://www.specialeducationguide.com/disability-profiles/>.

For **Low Incidence Disabilities read profiles for Multiple Disabilities, Traumatic Brain Injury, Visual Impairments, Orthopedic Impairments, Deafness, Deaf-Blindness, Hearing Impairment*

Swift Education Center. *Multi-Tiered System of Support for Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction*. *SWIFT Guide*. <https://guide.swiftschools.org/>.

**Modules from: Multi-Tiered System of Support for Inclusive Academic Instruction and Inclusive Behavior/Social-Emotional Instruction*

Swift Education Center. *Integrated Educational Framework for Fully Integrated Organizational Structure*. *SWIFT Guide*. <https://guide.swiftschools.org/>.

**Module from: Integrated Educational Framework for Fully Integrated Organizational Structure*

US Department of Education. (2019, August 30). *Guide to the Individualized Education Program*. ED.gov. <https://www2.ed.gov/parents/needs/speced/iepguide/index.html>.

US Department of Education. *Laws & Guidance*. ED.gov. <https://www2.ed.gov/policy/landing.jhtml?src=go>.

Young, K. S., Herring, T. J., & Morrison, A. D. (2017). Conceptual Strategies for Culturally Sustaining and Inclusive Education. *Kappa Delta Pi Record*, 53(4), 174–178. <https://doi.org/10.1080/00228958.2017.1369279>
https://csulb-primohosted.exlibrisgroup.com/permalink/f/r652kf/TN_informaworld_s10_1080_00228958_2017_1369279