**University of San Diego**

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**EDSP 375/575**
**Evidence Based Inclusive Practices Mild/Moderate Disabilities (3 units)**

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| Larry Alvarado<br>Office Hours: ½ before and after class or by appointment | Jan 24 to May 9, 2011<br>Mondays. 4 – 6:50 p.m.<br>Class: HSN 110 |

## COURSE DESCRIPTION

Focus is on curriculum and instruction planning and delivery that addresses the individual needs of students with mild to moderate exceptionality that maintains the integrity of age appropriate state mandated content area standards. The course also focuses on the dual instructional planning and delivery needs for individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Planning and delivery of instruction concurrently attends to the need of English Language Learning and the diversity of student, parent and community norms. Theory, practice and research are integrated into activities designed to provide education specialists with a multiplicity of strategies and techniques for working with students, paraeducators, general educators and ancillary professionals across the spectrum of inclusive education options. This course stresses the development and implementation of individual educational plans (IEPs) and individual transition plans (ITPs).

Fieldwork: A 25-hour fieldwork commitment in order to complete the assignments and meet the performance–based competencies for this course is required. The regular consistent field-experience must provide sufficient time to complete the PACT project. Intern candidates must meet with the instructor to determine if their district contract special education placement meets all or some of the fieldwork requirements for this course.

## COURSE PURPOSE

***Initial Preliminary Education Specialist Credential Mild to Moderate Authorization:***

CEC Initial Content Standards Meeting:
7. Instructional Planning

CTC Education Specialist Preliminary Credential Common Standards Meeting:
3. Educating Diverse Learners
4. Effective Communication & Collaborative Partnership
5. Assessment of Students
6. Using Educational & Assistive Technology
7. Transition & Transitional Planning
8. Participating in Individualized Family Service Plans (IFSP), Individualized Education Programs (ITP), and Post Secondary Transition Planning (ITP)
9. Preparation to Teach Reading & Language Arts
10. Preparation to Teach English Language Learners
12. Behavioral, Social & Environmental Support for Learners
13. Curriculum & Instruction of Students with Disabilities
15. Field Experience in A Broad Range of Service Delivery Options

CTC Mild/Moderate Authorization Standards Meeting:
1. Characteristics of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction

4. Positive Behavior Supports
6. Case Management

Master's Degree Learning Outcomes (MDCCA Assignments)[1]:
1. Theoretical grounding in foundational disciplines
2. Synthesize and apply contemporary research

## GOALS LEARNING OUTCOMES

*ACE*   ***The SOE Unit:*** The three School of Education *Unit Candidate Outcomes* (ACE) provide the framework under which course objectives, course requirements and the standards linked *Centerpiece Artifacts (sometimes referred to as Embedded Signature Assignments, particularly in general education courses)* are organized and evaluated as part of the *Unit Assessment System*. In their *Reflective Professional Portfolio*, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the *National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D)* demonstrated throughout course and field experience.

***The Special Education Program***: The *Unit Candidate Outcomes* (ACE) provide the frame upon which course objectives are aligned with the *Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards* (CEC). Course objectives also align with the *Interstate New Teacher & Assessment Consortium principles* (INTASC) and the *California Commission Teacher Credentialing: Education Specialist Standards* (CCTC).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

### Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Individualize decision-making and instruction practice.
- Develop long-range individualized instructional plans anchored in both general and special education curricula.
- Design IEPs that emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
- Understand the implication of grade appropriate core subject standards factors as well as the implications of an individual's exceptional condition, to guide selection, adaptation, and creation of materials, and the use of powerful instructional variables.
- Modify instructional plans based on ongoing analysis of the individual's learning progress.
- Demonstrate competency in using appropriate technologies to support instructional planning and individualized instruction.
- Systematically translate individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
- Demonstrate knowledge of evidence-based curricula and instructional methods that are effective with students with mild/moderate disabilities, including specially designed curricula and methods of instruction for students with mild/moderate reading disorders.
- Select and apply strategies and interventions for students who are not responding to the current instructional environment
- Demonstrate skill in developing individualized instructional plans based on comprehensive assessment information. Utilize a variety of research based and effective teaching practices.
- Use student outcome data to systematically modify instruction and learning environments.
- Demonstrate knowledge of curriculum adaptations and instructional strategies and critical presentation skills appropriate to the core curriculum and responsive to the individual student's needs and characteristics.
- Implement, modify and monitors instructional programs of individual students across a range of instructional settings.
- Demonstrate competence in the use of electronic research tools, Internet services and the ability to use technology as a support to student learning.

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[1] Graduate Degree Candidate additional assignments to validate MEd performance outcomes are listed with a (MDCCA_#). Since graduate work is embedded in all assignments, the # represents the additional requirement as it will be evaluated in the MDCCA Electronic Centerpiece Folder in TaskStream.

**Outcome II: Community & Service**

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.
- Develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
- Utilize standards-based assessment data to collaboratively develop IEP goals, adaptations and instructional plans that are responsive to the unique needs of the student and the requirements of the core curriculum, and are implemented and adjusted systematically to promote maximum learning and academic achievement.
- Use case management practices and strategies for students with mild/moderate disabilities and for those referred for special education.
- Coordinate the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities and to address the legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.
- Demonstrate knowledge of the relationship between the individual educational program and the individualized transition plan.)
- Plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

**Outcome III: Ethics, Values and Diversity**

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Systematically translate individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
- Use evidence-based instructional strategies that meet the diverse learning characteristics of students with mild/moderate disabilities across an array of environments and activities.
- Demonstrate the ability to use a variety of peer mediated and group instructional strategies to facilitate active participation and learning of diverse groups of learners.

*A descriptive explanation of the use of standards and candidate assessment is provided in the Education Specialist Undergraduate and Graduate Candidate Handbook.

## MEd Learning Objectives: Outcomes 3 & 4

All MEd students are required to demonstrate additional learning outcomes that reflect master's degree skills competency. Specific additional requirements for each graded assignment are included in the course syllabus and detailed course assignment handouts. Each graduate candidate will:

- Conduct research related to special education through the use of technology and library print resources that demonstrates ability to search, select and integrate relevant evidence based information from both a national and international perspective into a research paper.
- Prepare a written research paper demonstrating understanding and application of theoretical foundations that ground pedagogy and the characteristics and needs of individuals with a special need.
- Write a persuasive perspective of the assessment of the academic, social and transitional needs of targeted individuals with a disability within the context of learning theories, equity and the principles of inclusivity and social justice.
- Incorporate a persuasive critique of important research from journals, professional organization and other related resources that summarizes application of research to the needs of instruction, learning, social and individual behavior, transition across the life cycle, family and the broader communities in relationship to individuals with a specific disability.
- Demonstrate knowledge of the elements of good research, APA style, appropriate academic language and the theoretical perspective of different research approaches through the use of a scholarly writing style.

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**USD Bookstore:**
PRIMARY TEXT:
Boyle, J., & Scanlon, D. (2010). Methods and strategies for teaching students with mild/disabilities: A case-based approach. Belmont, CA: Wadsworth. ISBN: 13: 978-0-618-39689-4

**Reference Style Required:** *All course assignments must follow the 6th Edition APA Style of writing & citation. This includes web-based citations. No exceptions!!!*

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American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: author. ISNB: 13-479-1-4338-0562-2.

**REQUIRED WEB-BASED RESOURCES**

Two web-based systems are mandatory for this course. Specifics and procedure for enrolling will be discussed in class and is included in CE6 website for this course.

- USD PORTAL: Internet Access Account Information Supplement (CE6): https://my.sandiego.edu
  - *Course Delivery & Assignment Submission: Most of the readings, assignments and discussion [including grading] will occur via WebCT 6 (CE6).* You are responsible for checking the Course Pacing Guide in Course Content folder prior to each class.
- TaskStream Special Education Electronic Portfolio Account Access Information Supplement: https://www.taskstream.com

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| **Embedded Signature Assignment (ESAs)**<br>**&**<br>**Master Degree Candidate Centerpiece Artifact (MDCCAs)** |

There are three Embedded Signature Assignments (ESAs) required for this class. An *Assignment Detail Sheet* is located in the Assignment Folder in WebCT &/or TaskStream. The detail sheet delineates all components for credential and degree evaluation. In depth discussion of the specific assignment and the *Assignment Detail Sheet* will take place during class.

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| **Embedded Signature Assignment (ESA):** |

There are three components to the EDSP 375/575 Embedded Signature Assignment.

1. The first parallels the assignment from EDUC 375/575 with a more exacting focus on students with mild to moderate disabilities.
2. The second component requires attention to strategies, routines and procedures that provide self-determination and self-assessment involvement of students with special needs in their home, school and community situations. This assignment is grounded in professional journal evidence based research.
3. The third component requires identifying the transitional planning needs of a 16 year-old student with mild to moderate disabilities. Transition planning and independent skill building strategies are identified and developed to meet the goals for a specific student with special needs.

**ESA ASSIGNMENT ONE:**
**Universal Design of Instruction (UDI) & Learning Standards Based Lesson Plans (40 points)**
**Based on the Performance Assessment for California Teachers (PACT)**

Task: Embed universal design of instruction into planning and assessment of learning outcomes incorporated into a sequentially ordered set of two lessons aligned with the CA Academic Content Standards. The assignment contains three parameters based on the Performance Assessment for California Teachers (PACT) model: 1) context for learning, 2) CRADDLE-SCANNED Lesson Planning Organizer Form & Unit Organizer Template, 3a) academic content standards lesson design, 3b) assessment of individual learners and curriculum objectives, and 3c) reflective analysis instructional delivery and learner performance-based outcomes. Project details will be discussed in class. A detailed breakdown of the project is included in the *Universal Design of Instruction (UDI) & Learning Curriculum Plan* located in the WebCT Course Content Assignment folder. The assignment is also located in TaskStream Preliminary Ed Spec Credential & MEd SPED M/M drf.

The universal design of instruction & learning task is completed in two different credential classes. The subject matter focus emphasis and demonstration of teaching skills varies by course.

**Field Experience**: A twenty-five hour minimum experience in a 4th to 9th grade public school setting is required to facilitate completion of this assignment. The field setting provides the reference point for design, implementation and evaluation of your curriculum plan. The UDI sequential lesson plan must align with the grade level where you complete your field hours.

| EDUC 375P/575P Role of Special Educator Implementing Methods as General Educator in Inclusive Classroom Focus is on Subject Matter CA Standards Objectives | | EDSP 375P/575P Role of Education Specialist Addressing Learning Strategy from Special Educator Perspective Focus is on Individual Induction Plan Objectives | |
|---|---|---|---|
| Academic Content Areas | Design of Instruction Focus | Academic Content Areas | Design of Instruction Focus |
| 1) Science 2) History social sciences | - CA Content Standards<br>- Inclusive General Ed Setting Differentiated Instruction<br>- English Learner<br>- Student with IEP<br>- HALO Pyramid Differentiated Assessment for groups of students<br>- Coteaching Delivery Strategy<br>- High/Low Technology Resources | 1) Mathematics 2) Reading/language arts | - IEP Objective Aligned with CA Content Standards<br>- Support Service Assistance (paraeducator, special educator role) in student learning performance<br>- Differentiated Assessment Level of Understanding as it address goals and objectives for a Student delineated in IEP<br>- Evidence Based Strategy Enhancing Learning & Teaching<br>- Coteaching Delivery Strategy<br>- High/Low Technology Resources |

**_Master Degree Candidates_**: A master degree candidate must find and read a minimum of one article from a professional juried journal related to each of the subject areas listed in the UDI project. In a one-page critique describe how the strategy informs your lesson design. Correct application of American Psychological Associate (APA) Style of Writing format is mandatory.

**_Submission_****:** The _Universal Design of Instruction (UDI) & Learning Standards Based Lesson Plans_ project is submitted in two different locations 1) WebCT/Blackboard Assignment Folder for course grade, and 2) TaskStream Preliminary Education Specialist e-folio folder specific to course (EDUC 375P/575P or EDSP 375P/575P). You may submit portions of the project for feedback up to the final date announced in class.

**_Grading_****:** The UDI Lesson Plan Project will be graded holistically as one project. Course Level Grade (WebCT submission): Your project will be evaluated in relationship to your effort and demonstration of knowledge and skills. You can earn up to 40 points towards your total course grade. Credential Level Evaluation – Embedded Signature Assignment Evaluation (TaskStream submission): Your ESA credential level demonstration of knowledge and skills competency will be evaluated by the CEC and CTC standards criteria. The _Universal Design of Instruction (UDI) & Learning Standards Based Lesson Plan Rubric_ delineates the criteria against which the project will be evaluated. A candidate needs to receive a rating of 2 (acceptable) or more to meet credential level criteria.

**ESA ASSIGNMENT TWO:**
**Research Evidence-Based Instruction Strategies Critiques (30 points)**

**_Focus_**: This assignment demonstrates candidate's skills as a highly qualified teacher/research. Each candidate must demonstrate an ability to locate, read, select and apply specific research grounded instructional strategy practices to learning and teaching. The articles must directly relate to lesson design, delivery and evaluation that address the needs of students with special needs.

**_Task_**: A candidate must find and read a minimum number of articles from professional juried journals related to each of the subject areas listed in the UDI project. One article must relate to a specific instructional strategies or learning strategies relevant to the subject matter. One article must relate to research into the specific needs of students with mild to moderate disabilities as they participate in age appropriate learning. Each article must be unique. You cannot use one article to count in two different reports.

Prepare a one-page critique for each article that describes how the strategy, cognitive ability challenge or described factor(s) influence learning in the specific content area. Include discussion about how the information from the article informed your lesson design, instructional delivery plan or assessment of learner performance. Correct application of American Psychological Associate (APA) Style of Writing format is mandatory.

- *Undergraduates*: A minimum of <u>two articles</u> is required for <u>each identified subject area</u> you are preparing two sequential UDI lesson plans.
- *Graduate Students*: A minimum of <u>three articles</u> is required for <u>each identified subject area</u> you are preparing two sequential UDI lesson plans. Master degree candidates will also be evaluated by the persuasiveness of the argument and scholarly presentation of the research information.

Your critique must include a discussion of how the instructional strategy might be adapted or enhanced to ensure that English Language Learners with concurrent special needs can benefit from the research evidenced instructional strategy.

*Oral Presentation & Staff Development Handout* Each candidate will sign up to present a 5 to 7 minute maximum presentation of one of their subject matter research areas. A suitable one-page professional staff development information-sharing handout should be prepared and distributed to classmates as part of your formal presentation. The handout is designed to facilitate developing your resource specialist staff development skills. *This may not be the same APA formal document submitted to the instructor*.

**Submission:** The *Research Evidenced-Based Instruction Strategies Critiques* are submitted in two different locations 1) WebCT/Blackboard Assignment Folder for course grade, and 2) TaskStream Preliminary Education Specialist e-folio folder specific to course (EDSP 375P/575P). You may submit portions of the project for feedback up to the final date announced in class.

*Grading*: Each subject matter specific critique set is worth 10 points. The class presentation and classmate handout based on subject matter critique you choose is worth an addition 5 points. <u>Course Level Grade</u> (WebCT submission): Your project will be evaluated in relationship to your effort and demonstration of knowledge and skills. Credential Level Evaluation – <u>Embedded Signature Assignment Evaluation</u> (TaskStream submission): Your ESA credential level demonstration of knowledge and skills competency will be evaluated by the CEC and CTC standards criteria. The *Research Strategy Rubric* delineates the criteria against which the project will be evaluated. A candidate needs to receive a rating of 2 (acceptable) or more to meet credential level criteria.

## ESA Assignment Three:
## Transition Planning (ITP) and Independent Skill Building Strategies (30 points)

*Focus*: A focus on transitioning students to take responsibility and active participation in their own life decisions needs attention from the early stages of formal and informal education. Transitions occur at different points during the school years and as individuals mature and grow into adulthood. Teachers, family members and an individual with special needs must focus on skill building that facilitates self-determination and greater personal engagement in successful adulthood experiences. The intent of this project is to explore ways to identify student interests, needs and transitional planning goals that actively involves the learner in personal decision-making process.

*Task*: Prepare a transition plan for a 16-year old student with a mild to moderate disability classification. There are four components to this assignment. Use the model case from the text chapter on transitions[2] to assist in planning your project.

1. Individual Transition Plan (ITP) using a San Diego district/agency set of forms
2. Summary of Performance (SOP) documentation of student academic achievement and functional performance and transitional goals as required in IDEA (2004)
3. Social Skill Building Strategy Plan focusing on communication and sustained cooperative engagement with peers
4. Organization and Study Skill Strategy to support task completion

*Submission*: The *Transition Planning (ITP) and Independent Skill Building Strategies* project is submitted in two different locations 1) WebCT/Blackboard Assignment Folder for course grade, and 2) TaskStream *Preliminary Ed Spec Credential & MEd SPED M/M* e-folio folder specific to EDSP 375P/575P. You may submit portions of the project for feedback up to the final date announced in class.

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[2] Boyle, J. B., & Scanlon, D. (2010). Transitions. In *Methods and strategies for teaching students with mild disabilities: A case-based approach* (pp. 397-436). Belmont, CA: Wadsworth.

*Grading*: The *Transition Planning (ITP) and Independent Skill Building Strategies* project will be graded holistically as one project. Course Level Grade (WebCT submission): Your project will be evaluated in relationship to your effort and demonstration of knowledge and skills. You can earn up to 30 points towards your total course grade. Credential Level Evaluation – Embedded Signature Assignment Evaluation (TaskStream submission): Your ESA credential level demonstration of knowledge and skills competency will be evaluated by the CEC and CTC standards criteria. The *Transition Planning (ITP) and Independent Skill Building Strategies Rubric* delineates the criteria against which the project will be evaluated. A candidate needs to receive a rating of 2 (acceptable) or more to meet credential level criteria.

## Course Specific Assignments
Additional assignments required by instructor are unique to this course and not part of the ESA folio.

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### Performance Evaluation Criteria Rubric and the Course Level Grade

*Embedded Signature Assignments for Credential and Master Degree Centerpiece Evaluation:* The **Embedded Signature Assignment (ESAs** &/or **Centerpiece Master Degree Level of Competency (MDCCAs)** are different than the course assignment grade weight. Note: The primary purpose for using TaskStream is to inform you as a teaching candidate or a master degree candidate of your present level of knowledge, understanding and skills in relationship to mandated credential and master degree conferment requirements. The Rubrics used to evaluate Centerpieces and/or Embedded Signature Assignments is a progress indicator of qualifying for the next step or the final recommendation. Like in a marathon this qualifier says you are deemed ready for the passage to the next level. You cannot translate a Rubric Level of Performance directly into a letter grade for a course where the assignment was completed. The 4 Levels of Competency are:

- Level 1 Unacceptable (Beginning)
- Level 2 Acceptable (Developing)
- Level 3 Target (Apprentice)
- Level 4 Exemplary (Master Teacher)

Remember we are all life long professional learners striving to advance our level of expertise and competency. We never reach the end of the journey. The one absolute is you may not pass to the next step if you have any scores at the Level 1 performance evaluations. If you have questions discuss them with your Program Advisor and/or the Special Education Program Coordinator.

*Course Grade*: The grade for the course is posted in the WebCT 6 folder for this course. Your individual and cumulative grade at

**Grading**

| | | | |
|---|---|---|---|
| A | 96 - 100 | Unacceptable Grade for Professional Course | |
| A- | 93 - 95.9 | C+ | 78 – 82.9 |
| B+ | 88 - 92.9 | C | 75 - 77.9 |
| B | 85 - 87.9 | C- | 73 - 74.9 |
| B– | 83 – 84.9 | F | BELOW 73.0 |

**Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.**

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> ### PROGRAM POLICIES AND PROCEDURES
> ### University, School of Leadership and Education Sciences, Department of Learning and Teaching and Special Education Program

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**Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.**

### GRADE OF INCOMPLETE

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline.  It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades.  Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

*A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.*

### REQUESTS FOR ACCOMMODATION

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities. Students who require specific instructional and testing modifications must inform the instructor in a timely manner.  Students needing such requirements must identify themselves to the University of San Diego Disability Services Office Serra Hall 300 (619.260.4655) before the beginning of the course.  Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations. Additional information may be found on USD's website at http://www.sandiego.edu/disability.

### ACADEMIC INTEGRITY

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University.  Acts of academic dishonesty include:  a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction.  If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include:  a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise.  Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

**Your primary resource for all credential and degree requirements in included in the Special Education Candidate Manual. Your Program Advisor and the Coordinator of Special Education – Dr. Jerry Ammer (MRH 224A ammer@sandiego.edu; (619) 260-4292) are available to assist you in your journey through the credential and/or degree process. You must be in regular contact with your advisor and the program coordinator to ensure you are meeting all the requirements and procedures established by the University of San Diego and the California Commission on Teacher Credentialing. *If you have a question or conflicting information check with the Special Education Program Coordinator!***

### OFFICIAL USD INFORMATION:

ALL STUDENTS MUST USE THE FREE USD INTERNET ACCOUNT 'YOURUSDNAME'@SANDIEGO.EDU. THIS USERNAME AND PASSOWRD ALSO PROVIDES ACCESS TO THE USD PORTAL HTTP://MY.SANDIEGO.EDU.  MYSANDIEGO IS THE OFFICIAL INFORMATION EXCHANGE FOR THE UNIVERSITY. ALL STUDENTS ARE RESPONSIBLE FOR MONITORING THIS SITE AND ITS CONTENT.

You will be held responsible for all posting regarding policies, procedures, the USD Academic Calendar, course registration and your unofficial transcript in 'DARS'.

**HANDBOOK/GUIDES:**

All Special Education Credential and Degree Candidates are responsible for the content in the USD Special Education Handbook and Guides. These include: 1) Overview Special Education Handbook, 2) Advisement Special Education Guide, 3) Field Practicum Guide, & 4) Assessment Special Education Handbook. Contact Special Education Coordinator – Dr. Ammer (ammer@sandiego.edu) for details.

**DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA:**

*MASTER DEGREE and GRADUATE LEVEL CREDENTIAL CANDIDATES* are evaluated at a different caliber of expectations than *UNDERGRADUATES WHO ARE CREDENTIAL ONLY CANDIDATES*. Specific additional graduate level assignments or added assignment requirements are listed in each course syllabi.

Admission to the USD master degree program is based on demonstration of a comprehensive set of academic skills that were mandated and demonstrated for granting of a bachelor degree. Course performance evaluation of research, scholarship, field-based experience and in-class discourse by graduate students is held to a higher set of criteria. Demonstration of graduate level scholarly writing, skills as a researcher and use of persuasive in-depth analysis skills will affect grading.

*UNDERGRADUATE STUDENTS* performance evaluation of research, scholarship, field-based experience and in-class discourse is evaluated in alignment with the university and professor expectations of a candidate for a bachelor degree. Additionally the bachelor level professional coursework in education is only related to credential criteria and not degree requirements for undergraduates.

Undergraduates may do some or all of the extra assignment work required of graduate students, however, the grading will be based on expectations for an undergraduate level knowledge, skills and experience. A 300 series special education course counts towards a Preliminary Education Specialist Credential. It cannot count as a graduate level course upon entering the master degree program of study.

**REQUIREMENTS FOR ALL EDUCATION SPECIALIST CREDENTIAL CANDIDATES:**

SOLES Technology Workshop: All Special Education, Multiple Subject and Single Subject teaching credential students are required to comple te an online Technology Workshop. **Sign-up** for the Required Workshop by contacting Katy Estey (mailto:kestey@sandiego.edu). In the e-mail provide your full name and USD ID#. Then the Workshop is made Available in your WebCT Folder. The workshop is free and You work at your own pace. When all the Multiple Choice and Short Essay questions are completed a verification is automatically submitted for your credential.

## Course Modules/Topical Outline

Topics, themes and readings will be adjusted as the semester unfolds. Careful attention to class knowledge and skill competencies informs modifications to the class discussions. The textbook content and organization is aligned with weekly discussion and course assignments.

| Session | Module | Themes |
|---------|--------|--------|
| **Module One: Foundations for Instruction** | | |
| 1 | ▪ CH 1 Providing Special Education to Students with Mild Disabilities | ▪ Practical Descriptions of Mild and Moderate Disabilities<br>▪ Meeting the Learning Needs of Students with Mild to Moderate Disabilities<br>▪ The Special Education Process<br>▪ Implications of Laws Pertaining to Special Education |
| 2 | - CH 2 Planning, Teaching, and Monitoring Instruction | ▪ How and Why to Plan Teach and Monitor for Students with Mild to Moderate Disabilities<br>▪ The Individualized Education Plan<br>▪ Relating Education Plans to Regular Education<br>  ▪ CA State Standards<br>  ▪ Age Appropriate Subject Matter Instruction<br>  ▪ Universal Design of Learning based Lesson Planning<br>▪ Using Best Practices in Special Education Teaching<br>  ▪ Response to Intervention<br>  ▪ Peer Coaching<br>  ▪ Co-Teaching |
| 3 | - CH 3 Learning Theories: Past & Present | ▪ Why Learn About Theories?<br>  ▪ Historical Perspective of Education Foundations |

| | | ▪ Considering a Global Perspective of Education Foundations |
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| | | ▪ Theories of Learning Influential to Special Education Practices ▪ Using Theories in Teaching ▪ Application of Behavior Theory ▪ Application of Cognitive Theories ▪ Application of Constructivists Theories ▪ Problem Based Learning Theories |
| **Module Two: Teaching Methods for Specific Cont4ent Areas Evidence-Based Practices** | | |
| 4 | - CH 4 Oral Language: Strategies & Techniques | ▪ Importance of Oral Language ▪ English Language Learners ▪ Speech and Language Variance ▪ Atypical Speech & Language Development ▪ Different Models of Language Development ▪ Behavioral Model ▪ Psycholinguistic Model ▪ Semantic-Cognitive Model ▪ Pragmatic Model ▪ Typical Language Development ▪ Oral Language Role in Reading and Writing ▪ Strategies and Techniques for Teaching Oral Language Skills ▪ Academic Language Relevance to Subject Matter Teaching & Learning |
| 5 | - CH 5 Early Reading: Strategies & Techniques | ▪ Models of Reading ▪ Bottom Up Model ▪ Top Down Model ▪ Interactive Model ▪ Stages of Reading ▪ Common Reading Problems among Students with Mild to Moderate Disabilities ▪ Teaching Reading Skills to Students with Mild to Moderate Disabilities ▪ Putting It All Together: Incorporating Reading Skills into Lessons |
| 6 | - CH 6 Later Reading: Strategies & Techniques | ▪ The Role of Fluency in Becoming a Skilled Reader ▪ Understanding Reading Comprehension ▪ Reading Fluency & Comprehension Difficulties in Students with Mild to Moderate Disabilities ▪ Monitoring Reading Fluency and Comprehension ▪ Strategies and Techniques for Improving Vocabulary ▪ Academic Language ▪ English Learner CELDT & Relevant Subject Matter Vocabulary |
| 7 | • CH 7 Written Language: Strategies & Techniques | ▪ Process of Written Language * Problems with the Writing Skills of Students with Mild to Moderate Disabilities ▪ Teaching Handwriting Skills to Students with Mild to Moderate Disabilities ▪ Spelling Skills & Strategies for Students with Mild to Moderate Disabilities ▪ Teaching Writing Techniques & Strategies to Students with Mild to Moderate Disabilities |
| 8 | • CH 8 Math Strategies & Techniques | ▪ Developing a Foundation in Mathematics ▪ Problem Solving & Advanced Mathematics ▪ Mathematics Curricula |
| 9 | • CH 9 Teaching in the Content Areas: Strategies and Techniques | • Facilitating Student Learning in the Content Area • Effective Lecturing • PASS and SCREAM • Helping Students Make Sense of Lesson Content • Content Enhancement • Research Evidence • Student Skills Commonly Required for Content-Area Learning • Accommodations |
| 10 | • CH 10 Organization and Study Skills: Strategies & Techniques | • Organizational Needs of Students • Student Schedules • Completing Assignments • Note Taking • Test Taking |

| Module Three: Comprehensive Special Education Practices | | |
|---|---|---|
| 11 | • CH 11 Technology & Teaching | • Technology Standards & Universal Design for Learning<br>• Technology & Learning<br>• Technology to Enhance Teaching & Management Skills |
| 12 | CH 12 Transitions | • The Need for Transition Planning<br>• The Concept of Transition<br>• Addressing the Demands of Various Transitional Settings<br>• Transition Planning<br>• Transition Practices<br>• Bullying and Acceptance Across the Life Cycle |
| 13 | • CH 13 Collaboration & Co-Teaching to Enhance Instruction | • The Changing Classroom: Effective Collaboration and Co-Teaching<br>• Skills Needed for Effective Collaboration & Co-Teaching<br>• Roles & Responsibilities of Collaboration & Co-Teaching<br>• Designing Effective Collaborative Classrooms<br>• Teaching Effectively in Collaborative and Co-Taught Classrooms |
| 14 | ▪ CH 14 Working with Families | • Family and Disability Impact Each Other<br>• Breadth of Concept of Family & Communities Diversity – beyond ethnic and gender diversity<br>• IDEA Expectations for Involving Families in Special Education<br>• Opportunities for Parent Involvement in the Special Education Process |
| 15 | Examination Class | • Embedded Signature Assignment Upload into TaskStream<br>• Submission Course Assignments |

**Threaded Themes:** The following is an overview sketch of the major topical areas to be discussed. Assigned readings and activities will be announced in class.

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|---|---|
| • California Core Content Standards – grade/age appropriate<br>• Response to Instruction (RTI) and Research Evidence Learning/Teaching Strategies alignment with No Child Left Behind<br>• Educational Needs Of Individuals With Mild/Moderate Disabilities<br>• English Language Learners with Concurrent Special Needs<br>• Managing Students And Learning Environments<br>• Teaching Strategies<br>• Learning Strategies<br>• Strategic Instruction | • Curriculum Goals<br>• Core Curriculum Issues<br>• Performance Based Outcomes<br>• Executive Skills: Self-advocacy/self-monitoring<br>• Life Span Daily Living And Transitions<br>• Inclusive Education Considerations<br>• Social Skill Building<br>• Diversity Adaptations/accommodations<br>• Technology & Special Education<br>• Individual Education Plan<br>• Individual Transition Plan<br>• Working with Paraeducators<br>• Collaboration with General Educators |

**All Course Assignments, Centerpiece Artifacts & Self-Reflective Commentary must be uploaded into TaskStream.com at the course level is instructor required. Mandatory at the Special Education Program E-Portfolio)**

**Grading**

| | | | |
|---|---|---|---|
| A | 96 - 100 | C+ | 78 – 82.9 |
| A- | 93 - 95.9 | C | 75 - 77.9 |
| B+ | 88 - 92.9 | C- | 73 - 74.9 |
| B | 85 - 87.9 | F | BELOW 73.0 |
| B– | 83 – 84 | | |

**Note: A grade of B or above must be achieved for coursework to count towards a credential or professional development degree.**

*All requests for an incomplete must be accompanied by the Petition for Incomplete Form signed and negotiated with the instructor before the final class. This form must be turned in by the last session of the class. Without a student signed form the registrar requires*