


<b>Course Information</b>	
SPED 179: Inclusive Classroom Instruction and Interventions*  Units: 3	Instructor: Sara Werner Juarez, Ph.D.
Email: <a href="mailto:swerner@csufresno.edu">swerner@csufresno.edu</a>  Virtual Office: <a href="https://tinyurl.com/Dr-Juarez-Zoom">https://tinyurl.com/Dr-Juarez-Zoom</a>  Office: ED 339  Telephone: 559-278-0307	Office Hours: Tuesdays, 4-6 p.m. Wednesdays, 3:30-5 p.m. By appointment  Student Appointment Calendar: <a href="https://tinyurl.com/SWJ-student-appt-cal">https://tinyurl.com/SWJ-student-appt-cal</a>
Time: Mondays, 3:15-6:15 p.m.	Location: Central Residency Steinbeck Elementary School, Room 5 3550 N Milburn Ave Fresno CA 93722

California State University, Fresno

 <p style="font-size: small;">Kremen School of Education and Human Development</p>	<p>Leadership for Diverse Communities</p> <p><b><u>Inclusive Classroom Instruction and Interventions</u></b></p> <p><b><u>SPED 179, Fall 2019</u></b></p>
---	---

**Vision:**

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Website:

<http://fresnostate.edu/kremen/>

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

### **Course Description:**

Through collaboration with others, for the purpose of establishing an inclusive community of learners, teacher candidates will adapt instruction and manage the learning environment to meet the needs of a wide range of learners, especially those with disabilities and learning differences.

Coursework will include varied instructional strategies (i.e., lecture, small/large group activity, discussion, topic investigation, collaborative activities, role-play, etc.) as well as an emphasis on diversity and multicultural influences as they relate to identifying and programming for students with disabilities. **This course may be a Web-Enhanced/Hybrid class that may meet face-to-face during regularly scheduled class times, with up to half of class time replaced with online instruction.** Course Learning Management System (LMS) and other technology will be used to deliver class materials.

### **Multiple Subject Program Requirements:**

Prerequisites: Successful completion of Phase One and Two in the Multiple Subject Credential program. This course is a required course in Phase 3 of the Multiple Subject Program. Taken concurrently, Field Study C is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in Field Study C will need to make special arrangements with the instructor.

### **Required Texts and Instructional Materials:**

- Meyer, A., Rose, D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST, Inc. Free web-based version: <http://udltheorypractice.cast.org/login>
- **Required readings, as assigned, will be made available on Canvas, linked in the syllabus and/or will be accessible through the library's electronic journal list.**

### **Recommended Texts and Resources:**

American Psychological Association. (2013). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, D. C.: Author.

The Writing Lab, The OWL at Purdue, & Purdue University (2016). *APA formatting and style guide*. Retrieved from <https://owl.english.purdue.edu/owl/resource/560/01/>

### **Optional Text:**

Stormont, M., Reinke, W. M., Herman, K. C., & Lembke, E. S. (2012). *Academic and behavior supports for at-risk students: Tier 2 interventions*. New York, NY: Guilford Press.

### **Primary Learning Outcomes:**

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC) and the Teaching Performance Expectations (TPE).

Upon completion of the course, students will:

Learning Outcome	TPEs
1. Demonstrate knowledge of relevant state and federal laws regarding special education and related services and the general education teacher's roles and responsibilities in the IEP process (identification, referral, assessment, meeting, and implementation). Sub TPEs: 1.2, 1.6, 5.8, 6.4, 6.5, 6.6	1, 5, 6
2. Demonstrate understanding of the principles, processes, strategies, and resources related to multi-tiered systems of support (MTSS) to support academic and behavioral progress for a wide range of learners, including high-quality classroom instruction, universal screening, progress monitoring, targeted interventions, and intensive interventions. Sub TPEs: 1.2, 1.4, 1.6, 2.1, 2.5, 4.4, 5.6, 5.8, 6.4, 6.5	1, 2, 4, 5, 6
3. Utilize MTSS resources, including established school procedures, peers, other educators, and school personnel, to develop academic and behavioral profiles of students with learning differences (e.g., students with disabilities or those who are at-risk, gifted, or emergent bilingual), determine appropriate instruction and/or interventions, and consider the need for referral for additional services and supports. Sub TPEs: 1.1, 4.1, 4.6, 5.6, 5.8, 6.4	1, 4, 5, 6
4. Demonstrate understanding and application of the principles of UDL, including multiple means of representation, action and expression, and engagement, by identifying/removing barriers and proposing/implementing UDL solutions for lesson planning and instruction. Sub TPEs: 1.1, 1.3, 3.4, 4.7, 4.8	1, 3, 4
5. Demonstrate understanding and application of appropriate instructional strategies and interventions to accommodate, modify, and adapt the curriculum for students with disabilities included in general education. Sub TPEs: 3.2, 3.5, 5.8, 6.5	3, 5, 6
6. Plan, design, implement, and monitor instruction to provide access to the curriculum for a wide range of learners by applying strategies and principles related to UDL, MTSS, PBIS, and the appropriate use of technology, including assistive technology. Sub TPEs: 1.3, 1.4, 1.5, 3.4, 3.6, 3.7, 4.1, 4.3, 4.4, 4.6, 4.7, 4.8, 6.1	1, 3, 4, 6

7. Collect and analyze student assessment data and work samples (e.g., informal, formal, pre-, formative, and summative assessments) to determine effectiveness of instructional strategies and interventions. Sub TPEs: 1.8, 3.2, 6.1	1, 3, 6
8. Utilize resources, including school-, family-, and community-based, to create an inclusive classroom environment that focuses on positive behavior interventions and supports, promotes acceptance, provides an equitable classroom community, supports students who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile, and eliminates biases and harassment (e.g., racial, ethnic, cultural, religious, linguistic, gender identity, sexual identity, labeling, ability/disability, etc.). Sub TPEs: 1.1, 2.1, 2.2, 2.3, 2.4, 2.6, 6.2, 6.5	1, 2, 6
9. Establish and practice effective, evidence-based strategies and PBIS for maintaining high expectations, classroom management, individual student behavior management, crisis prevention, and conflict management. Sub TPEs: 2.1, 2.2, 2.5, 2.6	2

## **Course Policies**

### **Classroom Environment**

1. Respectful and people-first language is expected at all times.
2. Keep audible communication devices (cell phones, iPods, mobile devices, and other portable media players) turned off during class unless using in a lesson.
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or candidate presentations. No other use is acceptable.
4. Obtain advanced permission from the instructor for visitors.

### **Email and Internet Access**

This course requires the use of your university email account and regular access to Canvas and Google Drive. Be sure to log in frequently to follow course content and due dates.

### **Attendance**

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade. Do not ask the instructor if it is “okay” to miss a class. Absences are either excused per university policy (see below) or unexcused.

1. Excused/authorized absences/tardies/early departures will be allowed only per University policies: (1) when the candidate has a serious and compelling medical condition that she/he can support with documentation, or (2) when a death or serious illness in the immediate family (i.e., parents, siblings, spouse, or child)

prohibits candidate from attending class, or (3) when candidate is participating in University-sponsored athletic, extracurricular, or academic endeavors away from campus.

- a. If requesting an excused absence/tardy/early departure, it is the candidate's responsibility to provide acceptable documentation to the instructor (usually within 2 weeks of the absence/tardy/early departure).
- b. If the candidate does not provide acceptable documentation, then the absence/tardy/early departure will be marked as unexcused, and the corresponding points will be deducted.

**2. Deductions for attendance occur as follows:**

- a. Each unauthorized/unexcused absence, early departure, and/or tardy will result in the deduction of 15 points per class session. In-class participation points will not be made up for unexcused/unauthorized absences.
  - b. Excessive absences, tardies, or early departures (e.g., 2 or more face-to-face sessions in a hybrid class) may result in a lowered letter grade.
3. If you are absent, tardy, or leave early, excused or unexcused, it is your responsibility to do all of the following:
- a. Obtain handouts, notes, and other materials from peers.
  - b. Contact the instructor as soon as possible after the missed class period to provide documentation of the reasons for the absence and to discuss what, if anything, can be done to maintain your desired grade.
  - c. Submit all assignments as soon as possible online.

### **THREE BEFORE ME**

If you have questions regarding the due dates/timelines, class meetings, assignments, technical issues, and/or other related matters concerning the course, **you must take the initiative to find the answers.** The "Three-Before-Me" rule is simply this: You must **prove** that you have sought out at least three resources to obtain information regarding a question or problem you are having before you can ask me. Resources include the syllabus, course schedule, tabs on Canvas (e.g., Course Content folders, Submit Assignments tab), email a colleague, Information Technology Services, etc. Refer to these resources. Note: This applies to simple questions that can be addressed through these means. If you are having particular difficulty with an assignment or other advising questions, please email me or find me during office hours.

### **An example of an email that demonstrates the "Three-Before-Me" rule:**

Dear Dr. Juarez:

I am confused about the Parent Interview assignment. I do not know which questions to ask. Here are the three resources I consulted prior to sending this email:

1. I checked the Syllabus. The Syllabus states the template with example questions will be posted on Canvas.
2. I searched Canvas and cannot find it in the Course Content folder, on the Submit Assignments tab, or in the Weekly Resources folders.

3. I emailed <name of candidate>. She checked thoroughly on Canvas and could not find the template either.

Thank you for looking into this question!  
<Your name>

## **Assignments**

1. Each candidate is responsible for **completing all assignments** for this course, especially the major course assignments.
2. Assigned readings must be completed **prior to each class session** to actively participate in discussions, activities, and presentations.
3. Assignments for this class must be each candidate's own work.
4. **All assignments must be completed independently/individually, except where otherwise indicated.**
5. All assignments must follow the formats/instructions provided in the syllabus.
  - a. It is the candidate's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed.
  - b. Most assignments have a rubric (evaluation) available.
  - c. It is the candidate's responsibility to obtain the rubric, read it thoroughly, and follow the rubric when completing assignments.
6. **All assignments will be submitted on Canvas** (see Major Course Assignments tab on the left column) and follow the guidelines listed below:
  - a. Use transition sentences, phrases, and words between ideas and paragraphs, when appropriate (e.g., in written assignments that are in narrative format).
  - b. Label with headings within each assignment to identify each section of the paper. Refer to the "Areas to be Evaluated" in each rubric to determine the headings.
  - c. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
  - d. Follow APA guidelines for in-text citations and references.
  - e. **UPLOAD documents to submit assignments.** Do not copy/paste assignments into the comments section.
  - f. **DO NOT EMAIL ASSIGNMENTS** unless you receive explicit instructions from the instructor to do so.
7. **Written major course assignments will be completed using proper APA format.**
  - a. Refer to the APA Manual and resources provided in class.
  - b. Proper APA format is determined using the APA Manual and applies to written work, tables, figures, etc.
  - c. See assignment descriptions and resources for APA format
  - d. Note: Reading check assignments only need in-text citations.
8. **Assignment Timelines/Due Dates:**
  - a. Assignments are generally **due on Canvas by 3:00 p.m. on the date the assignment is due, unless otherwise noted in the course schedule,** to be eligible to receive full credit/points. **It is the candidate's responsibility to submit all assignments on time.**
  - b. Exceptions will be made only for: (1) authorized/excused absences as defined above, if the instructor is notified within 24 hours of the absence and provided with acceptable documentation; and (2) in the event of an unforeseen, authorized/excused absence, emergency, or other issue.
  - c. **The following grade scale will be used for late assignments:**

- i. **To receive an A and consideration for 100% of available points:**  
Assignments **must be submitted** by the date and time listed.  
Assignments will be considered late whether they are one (1) minute or one (1) week past the due date and time. Exceptions will be made only for excused/authorized absences.
  - ii. **To receive a B and consideration for 85% of available points:**  
Assignments must be submitted within three (3) weeks past the due date and time listed or by the final deadline for all assignments (whichever comes first).
  - iii. **To receive a C and consideration for 75% of available points:**  
Assignments must be submitted within six (6) weeks past the due date and time listed or by the final deadline for all assignments (whichever comes first).
  - d. Assignments will not be accepted after the final date listed on the course schedule, unless the candidate provides a compelling reason. Late submissions are subject to instructor's discretion.
9. **Assignment Re-Submissions:**
- a. Major assignments may be re-submitted for up full credit. Reading check/online assignments may not be re-submitted unless requested for a compelling reason.
  - b. Candidates must initiate the request to re-submit an assignment within one (1) week of receiving their grade and feedback.
  - c. Candidates must at least meet minimal requirements for assignments they request to re-submit.
    - i. E.g., Candidates may not request to re-submit an incomplete assignment or portion thereof.
    - ii. E.g., Candidates may not request to re-submit an assignment of unacceptable quality or portion thereof.
  - d. Assignment re-submissions are subject to instructor's discretion.
  - e. If a major course assignment does not meet expectations, the instructor will require the candidate to revise and re-submit the assignment. Specific feedback for revisions is generally provided, and candidates are encouraged to meet with the instructor to review this feedback and discuss required revisions.
    - i. Note: A grade of "1" will be recorded on Canvas to note that the assignment was attempted. This score does not reflect the level of effort put into the assignment. It is used to indicate that the assignment was submitted on time and instructor requested that it be revised and re-submitted.
    - ii. Note: In this case, candidates will be able to re-submit the assignment for up to 85% of available points (not full credit).
10. **Confidentiality.** The privacy and identity of students and their families should be protected in all written materials. Therefore when writing about a child, the recommended language is, "For the purpose of this paper, I will refer to the observed student as \_\_\_\_\_ (fictitious first name)."



## **Grading**

1. The total points received on each assignment are recorded in the grade roster.
2. Grades are calculated by percentage (the total points received divided by the total points possible).
  - 90 – 100% = A
  - 80 – 89% = B
  - 70 – 79% = C
  - 60 – 69% = D
  - 0 – 59% = F

### **In-Class Activities, Participation, and Discussion (50 points):**

Each face-to-face class period, there will be in-class activities to review readings and apply course content and resources. There will also be exit tickets and a discussion forum as part of this hybrid class. These activities will cover assigned readings, online modules, online activities, and handouts. Participation activities will be required for in-class time and after face-to-face class sessions. These will be given in various formats (e.g., individual, small group, whole group; quizzes, quick-writes, cooperative learning activities, discussions, etc.). No make ups on in-class activities unless previously arranged with the instructor for excused absences. **Each unauthorized/unexcused absence, early departure, and/or tardy will result in the deduction of 15 points per class session. In-class participation points may not be made up for unexcused reasons. Excessive unexcused absences, tardies, or early departures (e.g., 2 or more face-to-face sessions in a hybrid class) will result in a lowered letter grade for the final grade.** Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity*

### **Online Assignments (5 @ 15 points each; 75 points total):**

When class does not meet face-to-face, an online assignment is due to reflect upon and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. Reading check/online assignments will be given in various formats and will involve some form of choice in how the assignment is completed. **Online assignments (when replacing face-to-face class) are due on the day of class by 11:59 p.m. When assigned, reading check assignments are due the day of class (i.e., Mondays) by 3:00 p.m. Due dates and times for each are noted in the course schedule.** It is highly suggested to complete these assignments on time, as the content will be applied to major course assignments and/or discussed in face-to-face class sessions. Reading check and online assignments are subject to the policy on late assignment submissions. Details will be posted on Canvas. Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity.*

**MAJOR ASSIGNMENTS (Full assignment descriptions and rubrics will be on Canvas/Google drive)**

- 1. Classroom Management Assignment (30 points; Individual or Pairs):** Each candidate will develop a comprehensive classroom management plan, applying principles of PBIS at a classroom level. The classroom management plan should include: a description of the type of classroom, purpose statement, (age-appropriate) positively stated rules, routines and procedures, antecedent interventions, consequence interventions, and action plan. These components of the management plan will be covered in course readings and in-class activities. Specific details about the assignments, templates, and rubrics will be discussed in class and provided on LMS. Candidate dispositions addressed: *Critical Thinking, Professional Ethics*
  
- 2. Universal Design for Learning Lesson Plan Analysis: Learning Goals, Learning Barriers, Design for Instruction, Assessment, and Reflection (50 points).** Using lesson plans developed in previous or other classes (e.g., iPOPb, Disciplinary Literacies, or iPOPc), candidates will analyze the lessons using a UDL framework. They will then revise the lessons to further apply principles of UDL, using a lesson plan template to identify learning goals, learning barriers, highlight solutions to barriers, and further develop their application of UDL. Candidates will be expected to create and attach supporting documents as needed (e.g., handouts, graphic organizers, presentation materials, student work samples, and student assessment data). Specific details about the assignment, template, and rubric will be discussed in class and provided on LMS.
  
- 3. Pre-Referral/Tier 2 Intervention Inquiry Project (150 points total)** Specific details about the assignments, templates, and rubrics will be discussed in class and provided on LMS.
  - a. Students in Context and Information Gathering (50 points).** Using their student teaching placements, candidates will select one student with a learning difference (e.g., at-risk, with a disability/IEP/504 plan, emergent bilingual, etc.) to observe, learn about, and teach. They will organize a written document with a description of the classroom and description the target student in various areas. Candidates will determine the pre-referral/MTSS process of the district in which they are placed and gather any forms used in this process. Using pre-referral/MTSS forms, candidates will collaborate with master teachers to choose a student in fieldwork setting to practice information gathering. Information will be from a variety of sources in academic areas (reading, writing, and math) and behavioral/social areas, as well as information about the classroom environment (e.g., use of UDL, culturally sustaining practices, developmentally appropriate practices, classroom management and PBIS, etc.) Sources will include observations, evaluation of work samples, assessments used in class, review of available files, interviews with

master teacher, school psychologist, special education teachers, intervention specialists, etc. Collaborating with other professionals listed above will also be used to determine appropriate types of assessments and possible instructional strategies. Discuss with those in fieldwork results of data gathering and brainstorm possible strategies. Specific details about the assignments, templates, and rubrics will be discussed in class and provided on course LMS.

- b. Students in Context/Information Gathering In-Class Group Reflection (25 points).** After gathering information about their selected student, candidates will bring appropriate information to class, respecting the student's confidentiality. They will discuss results of data gathering and collaboration with the team from their fieldwork setting. Candidates will begin to plan possible intervention/instructional strategies to implement in one area of academic need or behavioral need. Questions to consider and organization of the reflection will be provided in class. Note: This assignment cannot be made up if absent, unless excused per university policy.
  - c. Tier 2 Intervention: Implementation and Progress Monitoring (50 points).** Given data/information gathered on selected student, candidates will determine an appropriate intervention in one academic or behavioral area. Candidates will consult course resources and collaboratively plan an intervention, writing lesson plan outlines/steps for implementation. In their fieldwork settings, candidates will implement the intervention with selected student in a 1:1 or small group setting for a specified amount of time (e.g., at least 5 days). Implementation should be at an appropriate time for the student, without preventing access to general education lessons or reinforcing activities (e.g., recess, PE, etc.). Candidates will collect progress monitoring/assessment data throughout the intervention. Specific details about the assignments, templates, and rubrics will be discussed in class and provided on LMS.
  - d. Implementation and Progress Monitoring In-Class Group Analysis and Reflection (25 points).** Candidates will collaboratively discuss and reflect upon their implementation of the intervention, reflecting on classroom environment and determining next steps for classroom practice. Questions to consider and organization of the reflection will be provided in class. Note: This assignment cannot be made up if absent, unless excused per university policy.
- 4. Parent Interview and Reflection (40 points total):** Candidates will interview a parent/guardian of a student with an identified disability and reflect on what they learned. A template with prompts and interview questions will be provided on the LMS, as well as instructions on how to arrange the interview and thank interviewees. Reflection/discussion prompts will also be provided on the LMS.

Specific details about the assignment, template, and rubric will be provided on LMS. An alternative in-class assignment may also be provided, at the instructor's discretion (e.g., parent panel and discussion). Candidate Dispositions Addressed: *Valuing Diversity, Collaboration, Lifelong Learning*. **Note:** Remember to keep all information about the child confidential; it's the law. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education

**5. IEP Reflection: In-Class Activity (20 points).** During Week 6, candidates will participate in a discussion and analysis of an IEP Meeting. Details and requirements will be shared in class. If candidates miss this class session, alternative IEP Reflection assignments will be provided. Specific details about the assignment and rubric will be provided on LMS. Candidate Dispositions Addressed: *Reflection, Valuing Diversity, Collaboration, Lifelong Learning*. **Note:** Remember to keep all information about the child confidential; it's the law. Use pseudonyms to discuss the child. Do not discuss specific details of your observations with anyone not instructing or supporting the student's education.

**Extra Credit Opportunity: Various Choices (up to 15 points).** Candidates have various options to complete one extra credit assignment. This assignment is especially to help provide "cushion" if candidates have an unexcused absence. **Note: This assignment may not replace any major course assignments (i.e., Classroom management assignment, UDL Lesson, Pre-Referral/Tier 2 Inquiry Project, Parent Interview, IEP Reflection).** The instructor will not provide extra credit points if any of these assignments are missing. See Canvas for choices available for extra credit.

**Assignment Schedule and Grading:**

Due Date	Learning Outcome	Assignment/Activity	Points
Variable	1-9	In-Class Activities and Participation	50
Variable	1-9	Online Assignments	75
09/16/19	4-9	UDL Lesson Plan Analysis	50
09/30/19	1	IEP Reflection (In-Class Activity)	20
12/02/19	2, 6, 8, 9	Classroom Management Assignment	30
10/21/19	1-7	Pre-Referral Inquiry Project: Students in Context and Information Gathering	50
10/21/19	1-7	Pre-Referral Inquiry Project: Students in Context and Information Gathering In-Class Reflection	25
12/09/19	1-7	Pre-Referral Inquiry Project: Implementation of Intervention and Progress Monitoring	50
12/09/19	1-7	Pre-Referral Inquiry Project: Intervention and Progress Monitoring In-Class Reflection	25
12/16/19	1, 5, 8	Parent Interview and Reflection	40
<b>Total:</b>			<b>415</b>

**University Policies: University Policies are available for review:**

[http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements\\_001.doc](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

**Plagiarism Detection:**

The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Canvas, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports will be available for your viewing.

**Students with Disabilities:**

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

**Honor Code:**

“Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

**Cheating and Plagiarism:**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Note: The following examples of Cheating are intended to be representative, but not all inclusive.

### **Seeking Unfair Advantage to Oneself for Papers/Reports**

- Copying the work of other students in whole or in part and submitting it as your own.
- Submitting a report purchased from a commercial service selling research/term papers.
- Hiring a ghost writer to compose a paper for you.
- Claiming an assigned share of a team report, toward which insufficient or no contribution was made.
- **Lying about the reason for not submitting a report on time.**
- **Pretending to have submitted a paper to an instructor.**
- Stealing another student's report and submitting it as one's own work.
- **Submitting the same term paper to two or more different instructors for credit in their courses, without their prior permission.**
- Other similar activities

### **Disruptive Classroom Behavior:**

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

The following University polices can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

### **UNIVERSITY SERVICES**

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)

## SPED 179 COURSE OUTLINE

**NOTE: This syllabus and schedule are subject to change**

Session	Topics and In-Class Activities	Required Readings Before Attending Class Articles and other resources posted on Canvas	As
Week 1 08/26	Variability Matters <ul style="list-style-type: none"> <li>● Introductions/syllabus</li> <li>● People-first language/avoiding labels</li> <li>● Key terms &amp; concepts in special education</li> </ul>	<a href="#">Todd Rose (2012): Variability Matters</a>  <a href="#">Snow (2006): People-first language</a>  <a href="#">Q&amp;A about IDEA</a>	Create Practic  In-Cla
Week 2 09/02  <b>ONLINE No F2F class</b>	Issues of Inclusion, Learning Differences, and Disability <ul style="list-style-type: none"> <li>● Understanding students with different learning needs</li> <li>● Overview of UDL principles</li> </ul>	<a href="#">Universal Design for Learning: Theory and Practice, Chapter 4</a>  Additional or alternative content may be included on Canvas.	<b>Online by 11:</b>
Week 3 09/09  <b>ONLINE No F2F class</b>	UDL as Tier 1: Evidence-based Instruction <ul style="list-style-type: none"> <li>● Applying principles to practice</li> <li>● Analyzing Lesson Goals and Assessment</li> </ul>	<a href="#">Universal Design for Learning: Theory and Practice, Chapter 6</a> <ul style="list-style-type: none"> <li>● p. 68-76</li> <li>● Introduction, Goals, Assessment</li> </ul>	<b>Online by 11:</b>  Scaffo <a href="#">Plan A</a>
Week 4 09/16	UDL as Tier 1: Evidence-based Instruction (Collaborative planning) <ul style="list-style-type: none"> <li>● Applying principles to practice</li> <li>● Collaboratively analyze and revise UDL lesson plan</li> <li>● Technology and assistive technology</li> </ul>	<a href="#">Universal Design for Learning: Theory and Practice, Chapter 6</a> <ul style="list-style-type: none"> <li>● p. 77-83</li> <li>● Methods, Materials, Conclusion</li> </ul>	<b>In-Cla Lesso Revis Reflec</b>  <a href="#">UDL L Assig iPopC</a>
Week 5 09/23  <b>ONLINE No F2F class</b>	Special Education Procedures & Services <ul style="list-style-type: none"> <li>● Pre-referral process</li> <li>● Referral, assessment &amp; eligibility</li> <li>● Placement options</li> </ul>	<a href="#">IRIS Module: Pre-Referral Process</a>  <a href="#">Stormont et al. (2012) Chapter 1: Laying the Foundation for Tier 2 Interventions</a>	<b>Online by 11:</b>

	<ul style="list-style-type: none"> <li>Legal and Ethical Foundations for Educating Students with Disabilities</li> </ul>		
Week 6 09/30	<p>Building Partnerships Through Collaboration</p> <ul style="list-style-type: none"> <li>Co-teaching relationships with special educators</li> <li>Understanding parents/families of students with disabilities</li> <li>General educator's role in IEPs</li> </ul>	<p><a href="#">Together: A SWIFT Film on the Integrated Educational Framework</a></p> <p><a href="#">Center for Parent Information and Resources (2010)</a></p> <p><a href="#">Anderson (2010)</a></p>	<p><b>In-Class</b></p> <p>IEP As Comple</p>
Week 7 10/07 <b>ONLINE</b> <b>No F2F</b> <b>class</b>	<p>Multi-tiered systems of support (Introduction and resources— Academic and behavior)</p> <ul style="list-style-type: none"> <li>Student study teams</li> <li>Gathering information</li> </ul>	Required readings and resources on Canvas	<p><b>Online</b> <b>by 11:</b></p> <p>Comple Studen Streng Curren Readin for the <a href="#">Conte</a> <a href="#">Gathe</a></p>
Week 8 10/14	<p>Multi-tiered systems of support (Practice with case studies/students in field placements)</p> <ul style="list-style-type: none"> <li>Student study teams</li> <li>Gathering Information</li> <li>Communicating progress with families</li> </ul>	<p><a href="#">Resources for Implementing Interventions</a>: Review/Skim at least one resource for</p> <ul style="list-style-type: none"> <li>Writing</li> <li>Math</li> <li>Externalizing Behaviors</li> <li>Reading</li> </ul>	<p><b>In-Class</b></p> <p>Comple Skills, Skills, Referr <a href="#">in Con</a> <a href="#">Gathe</a></p>
Week 9 10/21	<p><b>Students in Context/Information Gathering In-Class Group Reflection</b></p> <ul style="list-style-type: none"> <li>Analysis and discussion of selected student</li> <li>Next steps: Planning for interventions and progress monitoring</li> </ul> <p><b>Note: Assignment cannot be made up, unless excused absence per university policy.</b></p>	<p>No new readings</p> <p>Review <a href="#">Resources for Implementing Interventions</a></p> <p>Preview: Week 11</p>	<p><b>In-Class</b> <b>Scaffo</b> <a href="#">Tier 2</a> lesson how to determ monito</p> <p><a href="#">Stude</a> <a href="#">Conte</a> <a href="#">Gathe</a> <b>Due b</b></p>



<p>Week 10 10/28</p> <p><b>ONLINE</b></p>	<p>Work on Teaching Sample Project</p>	<p>No new readings</p> <p>Preview: Week 11</p>	<p><b>Work</b> <b>(due F</b></p>
<p>Week 11 11/04</p>	<p>Multi-tiered systems of support</p> <ul style="list-style-type: none"> <li>• Collaborative planning and practice interventions in class</li> <li>• Targeted interventions</li> <li>• Progress monitoring</li> <li>• Data-based decision making</li> </ul>	<p>Thorough reading and understanding of your selected Intervention from <a href="#">Resources for Implementing Interventions</a> or other source (approved by instructor)</p>	<p><b>In-Cla</b> <b>Scaffo</b> <a href="#">Tier 2</a> lesson steps, progre create self-m reflect</p>
<p><b>Teaching Sample Project Due Friday November 8, 2019</b></p>			
<p>Week 12 11/11</p> <p><b>ONLINE</b> <b>No F2F</b> <b>class</b></p>	<p>Classroom Management and Organization (Introduce/Examples)</p> <ul style="list-style-type: none"> <li>• Review rules and procedures</li> <li>• First-Line/Antecedent Interventions</li> <li>• Surface Management Techniques</li> <li>• Positive &amp; Negative Consequences</li> <li>• Classroom-level PBIS</li> </ul>	<p>Pick one:</p> <ul style="list-style-type: none"> <li>• IRIS Module: <a href="#">Classroom Management Part 1</a></li> <li>• <a href="#">IRIS Module: Early Childhood Behavior Management</a></li> <li>• Read <a href="#">Sayeski &amp; Brown (2011)</a></li> </ul> <p>Teaching Channel Video: <a href="#">Caring and Control Create a Safe, Positive Classroom</a></p>	<p><b>Online</b> <b>by 11:</b></p> <p>Imple Interve Data</p>
<p>Week 13 11/18</p>	<p>Classroom Management and Organization</p> <ul style="list-style-type: none"> <li>• Addressing disruptive and noncompliant behaviors</li> <li>• De-escalation Techniques</li> <li>• Integrating positive behavior interventions and supports into teaching (Practice)</li> </ul>	<p><a href="#">IRIS Module: Addressing disruptive and non-compliant behaviors (Part 1): The acting-out cycle</a></p>	<p><b>In-Cla</b></p> <p>Scaffo <a href="#">Manag</a></p> <p>Imple Interve Data</p>
<p>Week 14 11/25</p> <p><b>ONLINE</b></p>	<p>Work on Assignments</p> <ul style="list-style-type: none"> <li>• Tier 2 Inquiry Project</li> <li>• Classroom Management Assignment</li> </ul>	<p>No new readings</p>	<p><b>Work</b> <b>Happy</b></p>

<p><b>No F2F class</b></p>	<ul style="list-style-type: none"> <li>• Parent Interview</li> </ul>		
<p>Week 15 12/02</p>	<p>Classroom Management and Organization: Social Justice Issues</p> <ul style="list-style-type: none"> <li>• Trauma-sensitive classroom</li> <li>• Disproportionality in discipline/punitive practices</li> <li>• Disproportionality in special education</li> <li>• Disrupting common school (punitive) practices</li> </ul>	<p><a href="#">Lahey (2014)</a></p> <p><a href="#">NEA Education Policy and Practice Department (2008)</a></p> <p><a href="#">Rudd (2014)</a></p>	<p><b>In-Class</b></p> <p><b>Class</b></p> <p><b>Assign</b></p> <p><b>11:59</b></p> <p>Imple</p> <p>Interve</p> <p>Data</p>
<p>Week 16 12/09</p>	<p><b>Intervention Implementation Analysis</b></p> <ul style="list-style-type: none"> <li>• Group discussion, analysis, and reflection: Intervention Implementation and Progress Monitoring</li> <li>• Next steps: Moving forward to professional practice; Data-based decision making</li> </ul> <p><b>Note: Assignment cannot be made up, unless excused absence per university policy.</b></p> <p><b>Attendance is mandatory.</b> Only excused absences per university policy will be accepted. Unexcused absences will result in <b>one full letter grade deduction from final grade.</b></p>	<p><b>Pre-R</b></p> <p><b>Inquir</b></p> <p><b>by 3:0</b></p> <p><b>In-Class</b></p> <p><b>Analy</b></p> <p><b>Due b</b></p>	
<p>Finals Week 12/16</p>	<p><b>Parent Interview due December 16 by 11:59 p.m.</b></p> <p><b>Extra Credit Opportunity due December 16 by 11:59 p.m.</b></p> <p><b>ALL ASSIGNMENTS and RE-SUBMISSIONS DUE. No late assignments will be accepted Monday, December 16, 2019</b></p>		