

COURSE SYLLABUS

SPED 136 Curriculum and Instruction Mild to Moderate Support Needs

INTRODUCTION TO COURSE AND INSTRUCTOR

If the course is online, hybrid, or blended, clearly specify as such.

Semester FALL 2022	Special Education/LEBSE California State University, Fresno
SPED 136 Curriculum and Instruction Mild to Moderate Support Needs	Instructor Name TBD
3	Office Location
Time TBD	E-Mail
Location TBD	Telephone
Website Canvas	Office Hours

The following sections regarding COVID are subject to change given changing circumstances on-campus and in the community. Please check the COVID website for the most up-to-date information at:

www.fresnostate.edu/coronavirus

Vaccination: In order to create a safe environment on campus, all students must be vaccinated against the SARS-CoV-02 virus, or obtain an exemption, in order to attend classes on campus or access any services on campus. Documentation of the first dose of the vaccination must be uploaded to the student portal by Aug 20, and documentation of the final dose by Sept 30. Students may request an exemption to the vaccine requirement by going to their student portal to complete the COVID self-certification. Students with vaccination exemptions are subject to weekly COVID testing. You are not allowed to come to campus if any of the following is true:

- You have not been vaccinated, and have not been granted an exemption, or
- You have been granted an exemption, but have not completed your required weekly testing.

Health Screening: Students who come to campus and/or are participating in off-campus in-person experiential learning will be required to complete a [daily health screening](#) before coming to campus or learning site. You are not allowed to come to campus if any of the following is true:

- If you are experiencing COVID-19 symptoms (vaccinated or not).
- If you have tested positive within the past 10 days.

If you have a suspected or confirmed case of COVID-19, please complete the campus [online reporting form](#). A campus official will reply to provide guidance and information.

Safety Measures: Face coverings are required to be worn indoors on-campus and during in-person classes (vaccinated or not), and/or in accordance with learning site requirements if participating in off-campus experiential learning, to reduce the risk of community spread of COVID-19. The [Student Health and Counseling Center](#) has complimentary masks available for students who need them. The mask requirement may be modified if/when transmission rates in Fresno County drop below the threshold identified by the CDC.

Please remember that the same student conduct rules for in-person classroom instruction also apply for virtual/online classrooms. Students are prohibited from any unauthorized recording, dissemination, or publication of any academic presentation, including any online classroom instruction, for any commercial purpose. In addition, students may not record or use virtual/online instruction in any manner that would violate copyright laws. Students are to use all online/virtual instruction exclusively for the educational purpose of the online class in which the instruction is being provided. Students may not record any online recordings or post any online recordings on any other format (e.g., electronic, video, social media, audio recording, web page, internet, hard paper copy, etc.) for any purpose without the explicit written permission of the faculty member providing the instruction. Exceptions for disability-related accommodations will be addressed by Student Disability Services working in conjunction with the student and faculty member.

Course description:

This course prepares candidates to design and deliver effective instruction and assessment for students with mild/moderate disabilities. This course provides a knowledge base of strategies with a focus on universal design for learning, evidence-based curricula, and effective instructional methods. Coursework will include varied web-based instructional strategies (e.g., lecture, group activities, discussion, topic investigation, collaborative activities, online assignments), as well as an emphasis on diversity and multicultural influence as they relate to identifying and programming for students with disabilities.

Prerequisites for the course: Completion of first 2 phases of the program. Concurrent enrollment in student practicum placement. Provides a focus on the framework of Universal Design for Learning to provide a knowledge base of strategies for all students. Focuses on using the UDL framework to meet the needs of students with mild/moderate disabilities.

REQUIRED COURSE MATERIALS

This is an Open Access Resources (OAR) course. All course materials will be on Canvas.

COURSE SPECIFICS

Program Standards

Standard 1: Program Design and Curriculum

Standard 2: Preparing Candidates to Master the TPE’s

Candidate dispositions addressed: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity*

Student Learning Outcomes:

Teacher Preparation Expectations (TPE) covered in this course are listed below. These are drawn from the California Commission on Teacher Credentialing, 2022.

	TPE 1: Engaging and Supporting All Students in Learning - Mild to Moderate Support Needs Beginning teachers:
MM1.1	Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
MM1.2	Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in or der to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students. (U1.6)
MM1.3	Demonstrate knowledge of students’ language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills. (U1.6)
MM1.4	MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP). (U1.4)
MM1.6	Facilitate and support students in assuming increasing responsibility for learning and self - advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living and community participation. (U1.3)
	TPE 2: Creating and Maintaining Effective Environments for Student Learning–Mild to Moderate Support Needs TPEs Beginning teachers:
MM 2.1	Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and to move them toward effective inc lusion in general education settings. (U2.2)
MM 2.2	Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations. (U2.3)

MM 2.4	Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
TPE 3: Understanding and Organizing Subject Matter for Student Learning–Universal TPEs Beginning teachers:	
U3.6	Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
U3.8	Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
TPE 3: Understanding and Organizing Subject Matter for Student Learning–Mild to Moderate Support Needs TPEs- Beginning teachers:	
MM3.1	Effectively adapt, modify, accommodate and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE). (U3.5)
MM3.2	Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. (U3.2)
MM3.3	Demonstrate 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.
TPE 4: Planning Instruction and Designing Learning Experiences for All Students -- Mild to Moderate Support Needs Beginning teachers	
MM4.1	Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities. (U4.4)
MM4.4	Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student and that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments. (U4.1)
MM4.5	Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
MM4.6	4.6 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions. (U4.6)
MM4.7	Use person-centered/ family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives. (U4.5)
TPE 5: Assessing Student Learning–Universal TPEs Beginning teachers	

U5.5	Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
TPE 5: Assessing Student Learning- Mild to Moderate Support Needs Beginning teachers	
MM5.4	Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability. (U5.6)
MM5.6	Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs. (U5.2/5.4)

Course requirements/assignments:

TPE's covered	Assignment
MM2.4,MM3.2,U3.2 MM4.5, MM4.6, U4.6 MM5.2 MM5.6, U5.2/5.4	Weekly Reflections There will be 15 weekly reflection assignments over the course of the semester. These assignments, will cover a variety of topics related to the course content and learning outcomes.
U2.4, MM2.2, U2.3, MM5.4, U5.6	Universal Design for Learning/Differentiating Instruction Unit --Part 1: Identifying and alleviating barriers in curriculum, assessment, and instruction – Given a lesson, identify the instructional goals, materials, methods, and assessments, and evaluate its accessibility, based on the features of UDL. For each barrier you identify, suggest a change to alleviate the barrier
MM1.3, U1.6, U2.4 U3.6, U5.5	Universal Design for Learning/Differentiating Instruction Unit --Part 2: Design a unit in math, social studies, or science that incorporates features of differentiated instruction and universal design. Plan and teach your unit, providing instruction that is accessible and differentiated based on student need. Your unit should include small group instruction and activities for students working independently and in small group(s). This unit will need to address language development.

MM1.1, MM1.2, U1.6, MM1.4, U1.4	<p>IEP</p> <p>You will attend an IEP and a Transition plan meeting for a student in your classroom and write a reflection paper describing the meeting, its participants, their roles, the meeting process and outcomes. Discuss what you learned or what questions arose for you after attending the meeting.</p>
U1.6	<p>Research-Based Intervention Program Evaluation</p> <p>Evaluate a systematic, research-based intervention program for math, reading, speaking/listening, or writing designed for use with students who are Emergent Bilingual Language Learners.</p>
MM4.1, U4.4	<p>Tech Tool/Website Evaluation</p> <p>Implement a new technology tool or website with your students this semester and write a reflection that includes a description of the website/tool, its accessibility, its potential for use as an educational tool (in general), and its effectiveness/success with regard to your teaching and student learning.</p>
MM1.6, U1.3, MM1.4, U1.4,MM4.4 U4.1, MM4.7,U4.5	<p>Transition Plan</p> <p>Using materials covered in the course, students will create a transition plan for a student.</p>

- **Grading policy:**

Grades are calculated by percentage (the total points received divided by the total points possible).
Percentages: 100-90% = A; 89-80% = B; 79-70% = C; 69-60% = D; 59%-0 = F

Please review University policies to ensure coherence with any classroom policies:
<http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html>
and, in particular, the University Policy on Course Syllabi and Grading (APM 241)

You may wish to remind students "If you are absent from class, it is your responsibility to check on announcements made while you were away." If you intend to grade on participation or tardiness, be explicit in explaining how you will do so.

You should make it clear if you allow the use of audio/video recording of course lectures and the general guidelines for usage of electronic devices (Note: *federal and state laws on student disability supersede your class policy on access to lecture/material*).

You may want to include a statement describing appropriate behavior in your classroom, especially if your course includes student discussion of sensitive issues. The University Policy on Disruptive Classroom Behavior ([APM 419](#)) is well worth reading and can be found in the Class Schedule and the Academic Policy Manual. In addition to defining disruptive behavior and detailing formal procedures for dealing with it, the policy contains a useful description of the learning environment.

Late work and make-up work policy. Give your make-up work policy due to student absence. Finally, include your late work policy if that is separate from the make-up work policy, and make clear the requirements for attendance at the final examination and the impact on the student's grade.

Address safety issues if relevant. (labs, hazardous materials, shops, field work, etc.).

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. 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 Originality Reports WILL/WILL NOT* be available for your viewing.**

***FACULTY: Please choose for your course WILL or WILL NOT be available for your viewing.**

If there are questions or concerns that you have about this course that you and I are not able to resolve, please feel free to contact the Chair of the department to discuss the matter

Chair's name

Department name

Chair's email

Department phone number

UNIVERSITY POLICIES

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).

The following University policies 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](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

SUBJECT TO CHANGE STATEMENT

THIS SYLLABUS AND SCHEDULE ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.

COURSE CALENDAR

The calendar should include projected dates, topics covered, deadlines, and/or periods of time for readings, field trips, projects, exam dates (including the date and time of the final exam) and assignment due dates. The following statement is suggested to footnote the calendar: *“The course schedule is subject to change in the event of extenuating circumstances.”*

If you plan to give your exam online or not to meet in class on the final exam day, please explicitly inform students in your syllabus. You also need to address a memo to that effect to your department chair and dean.

TENTATIVE COURSE SCHEDULE (MAY BE GIVEN AS A SEPARATE DOCUMENT)

Following are schedules showing class meeting dates for Fall 2021 for Monday-Wednesday courses, Monday-Wednesday-Friday courses, and Tuesday-Thursday courses.

Tentative Course Schedule

Fall 2022

(Monday, Wednesday, Friday Courses)

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Fri., Aug 27		
4	Mon., Aug 30		
5	Wed., Sept 1		
6	Fri., Sept 3		
	Mon., Sept 6	HOLIDAY – Labor Day	
7	Wed., Sept 8		
8	Fri., Sept 10		
9	Mon., Sept 13		
10	Wed., Sept 15		
11	Fri., Sept 17		
12	Mon., Sept 20		
13	Wed., Sept 22		
14	Fri., Sept 24		

15	Mon., Sept 27		
16	Wed., Sept 29		
17	Fri., Oct 1		
18	Mon., Oct 4		
19	Wed., Oct 6		
20	Fri., Oct 8		
21	Mon., Oct 11		
22	Wed., Oct 13		
23	Fri., Oct 15		
24	Mon., Oct 18		
25	Wed., Oct 20		
26	Fri., Oct 22		
27	Mon., Oct 25		
28	Wed., Oct 27		
29	Fri., Oct 29		
30	Mon., Nov 1		
31	Wed., Nov 3		
32	Fri., Nov 5		
33	Mon., Nov 8		
34	Wed., Nov 10		
35	Fri., Nov 12		
36	Mon., Nov 15		
37	Wed., Nov 17		
38	Fri., Nov 19		
39	Mon., Nov 22		
	Wed., Nov 24	Thanksgiving Break	

	Fri., Nov 26	Thanksgiving Break	
40	Mon., Nov 29		
41	Wed., Dec 1		
42	Fri., Dec 3		
43	Mon., Dec 6		
44	Wed., Dec 8	Last Day of Instruction	
Finals week			Days
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
Final Semester Examinations			Monday – Thursday
Final Exam in this course			Dec 9 – 10
			Dec 13 – 16

**Tentative Course Schedule
Fall 2021
(Tuesday, Thursday Courses)**

	Date	Topic	Reading Assignment
1	Tues., Aug 24		
2	Thurs., Aug 26		
3	Tues., Aug 31		
4	Thurs., Sept 2		
5	Tues., Sept 7		
6	Thurs., Sept 9		
7	Tues., Sept 14		
8	Thurs., Sept 16		
9	Tues., Sept 21		
10	Thurs., Sept 23		
11	Tues., Sept 28		
12	Thurs., Sept 30		

13	Tues., Oct 5			
14	Thurs., Oct 7			
15	Tues., Oct 12			
16	Thurs., Oct 14			
17	Tues., Oct 19			
18	Thurs., Oct 21			
19	Tues., Oct 26			
20	Thurs., Oct 28			
21	Tues., Nov 2			
22	Thurs., Nov 4			
23	Tues., Nov 9			
	Thurs., Nov 11	Holiday – Veterans Day		
24	Tues., Nov 16			
25	Thurs., Nov 18			
26	Tues., Nov 23			
	Thurs., Nov 25	Thanksgiving Break		
27	Tues., Nov 30			
28	Thurs., Dec 2			
29	Tues., Dec 7	Last Day of Instruction		
Finals week			Days	Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday	Dec 9 – 10
Final Semester Examinations			Monday – Thursday	Dec 13 – 16
Final Exam in this course				

**Tentative Course Schedule
Fall 2021
(Monday, Wednesday Courses)**

	Date	Topic	Reading Assignment
1	Mon., Aug 23		
2	Wed., Aug 25		
3	Mon., Aug 30		
4	Wed., Sept 1		
	Mon., Sept 6	HOLIDAY – Labor Day	
5	Wed., Sept 8		
6	Mon., Sept 13		
7	Wed., Sept 15		
8	Mon., Sept 20		
9	Wed., Sept 22		
10	Mon., Sept 27		
11	Wed., Sept 29		
12	Mon., Oct 4		
13	Wed., Oct 6		
14	Mon., Oct 11		
15	Wed., Oct 13		
16	Mon., Oct 18		
17	Wed., Oct 20		
18	Mon., Oct 25		
19	Wed., Oct 27		
20	Mon., Nov 1		
21	Wed., Nov 3		
22	Mon., Nov 8		
23	Wed., Nov 10		
24	Mon., Nov 15		

25	Wed., Nov 17		
26	Mon., Nov 22		
	Wed., Nov 24	Thanksgiving Break	
27	Mon., Nov 29		
28	Wed., Dec 1		
29	Mon., Dec 6		
30	Wed., Dec 8	Last Day of Instruction	
Finals week			
			Days
			Dates
Final Exam Preparation & Faculty Consultation Days:			Thursday and Friday
			Dec 9 – 10
Final Semester Examinations			Monday – Thursday
			Dec 13 – 16
Final Exam in this course			