Course Syllabus for SPED 145
Designing Effective Environments for Students with Moderate/Severe Disabilities
Master Syllabus

Semester:	**Instructor:**
Units:	**Email:**
Day/Time: Thursdays 4:00-6:50 pm	**Office Hours:**
	Zoom link:
CANVAS: Assignments and notes will be posted on CANVAS. To access the course, login to CANVAS (fresnostate.instructure.com) using your Fresno State username and password. For help with CANVAS contact the Academic Technology Resource Center at 278-7373 or send an email to canvas@mail.fresnostate.edu.	

COURSE CONCERNS: Students can contact the Department Chair or the Dean, if there are any questions or concerns that are unresolvable between the student and the instructor:

Department Contact Information:

Department: Literacy, Early Childhood, Bilingual, & Special Education

Dept. Chair: Dr. Imelda Basurto

Dept. Telephone: 559/278-0250

Dean: Dr. Randy Yerrick

Dean Telephone: 559/278-0205

Health Screening:

Students who come to campus for face-to-face classes will be required to complete a daily health screening which will include temperature checks. If you have experienced COVID-19 symptoms and/or have tested positive within the past 10 days; or if you have had close contact (less than 6 feet for longer than 15 minutes while unmasked) with a suspected or confirmed COVID-19 patient within the past 14 days, you are not allowed to come to campus. Please complete the campus online reporting form. A campus official will reply to provide guidance and information.

Safety Measures: Consistent with the Governor's order and updated state public-health guidelines, face masks or cloth face coverings are required to be worn in public spaces on-campus and during in-person classes to reduce possible exposure to COVID-19 and prevent the spread of the virus. Physical distancing must be practiced by maintaining 6 feet of distance between individuals. Good hygiene of hand washing for a minimum of 20 seconds or using hand sanitizer is required. Please avoid touching your face with unclean hands. Disposable face masks will be provided to anyone who arrives to campus without one.

Please see university website for the most updated information: www.fresnostate.edu/coronavirus

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. 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. For more information on school-wide mission, vision and goals see: http://www.Cvufresno.edu/kremen/documents/KSOEHDMissionVisionGoals.pdf

Prerequisites: Admission to the Mild-Moderate or Moderate-Severe Disabilities credential program and satisfactory completion of all prerequisites: EHD 50 or waiver, CI 100 and SPED 120.

Course Description:

This course examines the characteristics of high-quality integrated and inclusive educational programs, including communication and vocational environments. It addresses Universal Design for Learning, curriculum differentiation, collaborative models of instruction, and provision of individualized modifications and supports as key practices for effective instruction of diverse classrooms, including students with significant/complex support needs. Strategies that promote the integration and active participation of staff and students with disabilities into general education classrooms, as well as other school, community, work, and recreation environments will be introduced. Diversity and (dis)ability awareness, health issues and sexuality education curricula for students with disabilities are covered. Coursework will include varied instructional techniques (i.e., lecture, glossary of terms, small/large group application activities and discussion, issue investigation role-play, guest speakers). There will be an emphasis on diversity and multicultural influence as it relates to identifying, evaluating, and implementing instruction for students with mild to moderate and moderate to severe disabilities.

Required Textbooks and Materials

There is no required textbook for this course. Content and materials will be made available on CANVAS.

Additional Required Reading:
***see detailed course week-by-week below and posted on CANVAS for required readings.**

Suggested Readings:

Ford, A., Ddavern, L., & Schnorr, R., (2001). Learners with significant disabilities: Curricular relevance in an era of standards-based reform. *Remedial and Special Education*, 22(4), 214-222.

Halvorsen, A. & Neary, T. (2009). *Building inclusive schools: Tools and strategies for success*. Upper Saddle River, NJ: Pearson Education, Inc.

Villa, R.A. & Thousand, J.S., (1995). *Creating an inclusive school*. Alexandria, VA: ASCD

Villa, R.A. & Thousand, J.S., (2000). *Restructuring for caring and effective education*: *Piecing the puzzle together*. Baltimore: Paul H. Brookes

Wallace, N. J.(2014). *Blue Mind.* New York: Back Bay

This course requires the use of your university email account. (The University provides free email accounts to all students. Students may sign up for email online at https://zimmer.csufresno.esu/csuf/index.html. Internet accounts are **available for a modest fee** at http://www.fresno.com/cvonline/cvip.html

Primary Learning Outcomes:

This is a seminar in developing as a reflective practitioner through structured activities to encourage examination of classroom practices and behaviors, goals and outcomes, beliefs and values. 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), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Program standards: 2,3,4,7,12,13,14 (The program standards can be accessed here: http://www.fresnostate.edu/kremen/cctc/sped/sped-standard1.html)

Specialty specific (M/M;M/S) program standards: 2,3,8

TPEs: 4 (Teacher Performance Expectations—TPEs—can be found here: http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf)

ASDAA Standard 2 : Teaching, Learning, and Behavior Strategies for Students with Autism Spectrum Disorder. (ASDAA Standards can be found here: http://www.ctc.ca.gov/educator-prep/standards/Special-Education-Standards.pdf)

By the end of this course, the candidate will:
1. Articulate the characteristics that define inclusive education and how it promotes effective

schooling.

2. Demonstrate knowledge of issues in school reform, restructuring, and the role of inclusive education in these efforts;
3. Demonstrate knowledge of current special education law, regulations, and case law that support the practices within the profession.
4. Demonstrate the effective practices in writing the Individualized Education Plan [IEP]
5. Demonstrate knowledge of planning and instructional practices that can effectively meet the needs of diverse students, and utilize practices such as: differentiated instruction, universal design for learning, and use of assistive technologies;
6. Demonstrate and utilize knowledge of processes for designing accommodations and modifications for individual students and in the individual student planning process;
7. Demonstrate knowledge of the characteristics of effective community-based, vocational, and transition services and supports;
8. gain familiarity with diversity and (dis)ability awareness curricula and information-sharing strategies and utilize in curricular and other school contexts
9. articulate awareness of the role that various media play in positive/negative portrayal of disability

University Policies
University Policies are available for review on the following website:
http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.html

University Policies
The syllabus must note the university **Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism**, a **statement on copyright**, and the **university computer requirement** University policies can be included in the syllabus by reference to statements in the University Catalog and Class Schedule. For example, one might state: "For 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)." These may also be incorporated by directing students to the online required syllabus policy statement page (http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc) Below are some sample statements that provide more than just the reference. In all instances, it is recommended that specific examples of what you consider to be cheating and plagiarism be included. See also those listed in the University Policy.

Intellectual Property Provision: As part of your participation in virtual/online instruction, please remember that the same student conduct rules that are used for in-person classrooms 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 law. 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 re-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 Services for Students with Disabilities (SSD) working in conjunction with the student and faculty member.

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 Fresno State 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.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

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).

Computers:
"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the [University Bookstore](http://www.kennelbookstore.com) (http://www.kennelbookstore.com). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

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.

Copyright Policy:
Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (http://libguides.csufresno.edu/copyright).
Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included

with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site

Course Policies

Attendance:

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. Attendance includes being both physically present and participating when appropriate. Every unexcused/unauthorized absence, early departure, and/or tardy may result in a lower grade.

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, 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 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 at least 5 points per class session.
   b. Excessive absences, tardies, or early departures 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 the following:
   a. Obtain handouts, notes, and other materials from peers. The instructor does not keep copies beyond the class session in which these were given.
   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.
   d. You will not make up points missed for participation, in-class activities, preparation for assignments, final exam, etc.

Assignments

1. Each student is responsible for completing all assignments and readings prior to each class session to actively participate in discussions, activities, and presentations.
2. Assignments for this class must be your own original work.
3. All assignments can be completed independent/individually, in pairs, or in groups; however, assignments must be turned in independently.
4. All assignments must follow the formats/instructions provided by the instructor. It is the student's responsibility to obtain and follow all formats/instructions exactly and to seek clarification if needed. Don't be afraid to ask—even twice or more.
5. Candidates who do not complete ALL major course assignments **WILL NOT** receive a passing grade in the course.

Assignment Timelines/Due Dates:

1. It is the student's responsibility to submit all assignments in a timely fashion.
2. 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, unauthorized/unexcused absence, emergency, or other issue.
3. As discussed, deadlines are in place to guide you as to what should be done by when.
4. If you submit assignments that earn scores lower than mastery (90%) you will have an opportunity to try the assignment again for additional points. The idea here is to help you learn and meet criteria and to help you become a successful teacher.
5. Candidates who do not complete ALL major course assignments **WILL NOT** receive a passing grade in the course. To receive an 'A' grade in the course, candidates must receive at least 90% of points available for the following major course assignments:
    a. Film Review
    b. Environment and Curriculum Analyses
    c. Classroom Mission Statement
    d. Disability Support Provider Interview
    e. Present Levels and Annual Goals for the Individualized Education Program Document
    f. Instructional Plan
6. Assigned readings must be completed **weekly as scheduled** to actively participate in discussions, activities, quizzes, and presentations.
7. Assignments for this class must be each candidate's own work.
8. All assignments must be completed independently/individually, except where otherwise indicated.
9. 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.

 a. Most assignments have a rubric (evaluation) available.

 b. It is the candidate's responsibility to obtain the rubric/example, read it thoroughly, and follow the rubric when completing assignments.

 c.

10. **All assignments will be submitted on Canvas** and follow the guidelines listed below: a. Write in narrative and word-process, using 1" margins, 12 point font, and 1.5 to 2 spaces between lines.

 a. Use transition sentences, phrases, and words between ideas and paragraphs, when appropriate.

 b. Label with headings within each assignment to identify each section of the paper. Refer to the examples for required headings and formatting when appropriate.

 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.

  Confidentiality. The privacy and identity of children 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).

3. Percentages: 100-90% = A; 89-80% = B; 79-70% = C, 69-60% = D; 59%-0 = F.

Assignments/Tests Point Allocation

Week Due	Assignment/Test	Point Vale
	Pre-Test	5
	Film Review	5
	SPED Law Quizzes [5 quizzes x 5 points each]	25
	Environment and Curriculum Analyses	20
	Classroom Mission Statement	5
	Disability Support Provider Interview	10
	Present Levels, Accommodations/Modifications, and Goals for the IEP	25
	Instructional Plan	10

Week Due	Assignment/Test	Point Vale
	Final Exam	50
	Discussion Posts [6 x 5 points each]	30
	Total Points	185

Major Course Assignments:

Film Review (Goal 8): Students will select, watch, and review a film or television show where a character (or characters) in the film or television show is an individual with disabilities. The review will contain a discussion of how the character (or characters) with disabilities was portrayed.

Environment and Curriculum Analyses [* subject to change given current COVID 19 status] (Goal 4 & 5): Students will analyze a learning environment (classroom, community setting, etc) and a curriculum (math, reading, writing, life skills, social skills, etc) using one of the universal design frameworks. Students will address how the environment does and/or does not address the principles in the universal design frameworks they have chosen. Students will also reflect on each analysis.

Classroom Mission Statement (Goal 1): Students will create a classroom mission statement that supports inclusive practices.

Disability Support Provider Interview (Goal 6): Students will interview a local, community support provider for individuals with disabilities (Goodwill, UCP, EPU, Vocational Rehabilitation, etc.) to determine what the mission of the organization is, how person-centered planning works in the organization, and how the organization fosters self-determination. The interview will also require a reflection regarding the experience.

Present Levels and Annual Goals for the Individualized Education Program Document (Goals 3,4, 5, 6, & 7): Students will be given raw data regarding a student with disabilities. They will write the present levels for performance, recommend potential accommodations/modifications, and write three (3) annual goals in SEIS.

Instructional Plan (Goals 4, 5, 6, & 7): Students will create a lesson plan using principles of differentiated instruction and universal

   ** Please also see CANVAS for a detailed description of each course assignment

SPED 145 - COURSE SCHEDULE
The syllabus is subject to change. Due dates and content may be changed at instructor's discretion. In addition to readings listed, there will be additional resources and readings on Canvas weekly

Week	Topic	Readings Due	Assignments Due
1	Syllabus; Intro to Course; Social Emotional Competence; Pre-Test	None	• **Before class participation:** • Introductions via FlipgGrid • **In class Attendance:** See Canvas for submission link • Pre-Test due before class
2	What is "disability"? History of Special Ed.; IDEA 2004: Inclusion, The LRE, FAPE Overview of classroom design	Read: The Definition of Disability (Link in CANVAS); Download copy of IDEA 2004 Regulations	**Before class participation** : History of Special Ed; Definitions **In Class Attendance :** Writing a Mission Statement (Practice).
3	The Individualized Educational Program (IEP); Section 504; IDEA 2004, ADA 1990; Introduction the electronic IEP [SEIS]	Read: LRE (link in CANVAS); LRE-Defined (link in CANVAS); FAPE (link in CANVAS); Inclusion (link in CANVAS); IEP process (link in CANVAS)	**Before class participation:** Review readings on canvas **In Class Attendance:** See canvas for submission link **Classroom Mission Statement** Syllabus; Intro to Course; Social Emotional Competence; Pre-Test
4	Review; Differentiated Instruction and Universal Design Frameworks The IEP document and process; IEP Team; Organization strategies	Read: Burgstahler, 2015; Rao, Ok & Bryant, 2014; and IRIS Module: Universal Design For Learning: Creating a Learning Environment; Review Differentiated Instruction Powerpoint.	Analyzing an IEP; Review of IEP Team members, Analyze organization strategies
5	Formal and Informal Assessment; Present Levels of Academic and Functional Performance; Annual Goals	Read: IEP Team; Annual IEP Goals	**SPED LAW QUIZ # 3: IEP PROCESS;** **Film Review** **Discussion #1: The IEP FAPE**
6	Designing Rules, Routines, Processes, and Procedures in the Learning Space	Read: Marzano, 2001; Classroom Procedures 1 and Classroom Procedures 2; In class: Instruction Plans—Structure	**In Class: Building Routines;** **Environment & Curriculum** **Analyses**
7	Person-Centered Planning & Self-Determination	Read: Origins of Person Centered Planning; Basic Overview of Person Centered Planning; Wehmeyer & Schwartz, 1997	**SPED LAW QUIZ #4: LRE;** **Discussion #2: Self-Determination**
8	Choosing Curriculum; Supports and Related Services	Read: Giangreco & Doyle, 2000; IRIS Module: Related Services; List of Accommodations/Modifications	**Review SEIS IEP management system videos online.** **The IEP form**
9	Collaboration, Part I: Outside the School	Read: Hedeen, Moses, & Peter, Luecking, et al., 2015; Blue-Banning, et al., 2004	**Discussion #3:** **Working with Groups and**

Week	Topic	Readings Due	Assignments Due
			Organizations Outside of Schools
10	Managing Your Students and Your Staff	Barbetta, Norona, & Bicard, 2005;	**Present Levels and Goal writing practice** **Disability Support Provider Interview**
11	Collaboration, Part II: Within the School	Read: Berry, Daughtrey, & Wieder, 2009; DuFour, 2004	**Discussion #4:** **Managing Paraeducators**
12	Behavior Issues and Discipline: Things to Consider	Read: Zero-Tolerance and Alternative Strategies; Rausch & Skiba, 2006; Ward, 2014; Discipline PPT.	**SPED Law Quiz #5: Discipline; Instructional Plan**
13	Revisiting the Importance of Social Emotional Competence	Read: Jones, Bouffard, & Weissbourd, 2013	**Discussion #5:** **Social Emotional Competence**
14	The First Week of School; Discipline Review. Final Thoughts/Reflection	None	**In Class: Discussion # 6: Developing a Checklist for the First of School.**
15	SEIS Review	Posted documents and readings	**Present Levels and Annual Goals for the Individualized Education Program Document**
16	Review for Final Exam	Review for Final Exam	Study Guide
17	FINAL EXAM		