

		Leadership for Diverse Communities	
		<u>Effective Communication and Collaborative Partnerships</u> <u>SPED 219, Spring 2020</u>	
Course Information			
SPED 219: Effective Communication and Collaborative Partnerships		Instructor: Sara Werner Juarez, Ph.D.	
Units: 3			
Email: swerner@csufresno.edu		Office Hours: Tuesdays, 3-5 p.m. Wednesdays, 3-4:00 p.m. By appointment	
Virtual Office: https://tinyurl.com/Dr-Juarez-Zoom		Student Appointment Calendar: https://tinyurl.com/SWJ-student-appt-cal	
Office: ED 339			
Telephone: 559-278-0307			
Time: Mondays, 7-9:50 p.m.		Location: ED 177	

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:

In this course we will examine the educational, psychological, and political issues that arise when developing collaborative relationships with families, interdisciplinary team members, general educators, agency professionals, and students themselves. The focus

is on the development of materials, strategies, and skills to work the range of individuals on the educational teams of students with disabilities effectively and positively.

Requirements:

1. Admission to the Mild/Moderate or Moderate/Severe Disabilities Credential Programs and satisfactory completion of all required courses.
2. Concurrent enrollment in SPED 246 and 175 (M/M) or SPED 247 and 176 (M/S) Taken concurrently, fieldwork is designed to provide the necessary classroom access essential for completing the assignments in this course. Teacher candidates not enrolled in fieldwork will need to make special arrangements with the instructor.

This is a Web-Enhanced/Hybrid class that will meet face-to-face during regularly scheduled class times, with up to half of class time replaced with online instruction.

Canvas and other technology will be used to deliver class materials. 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.

Required Texts and Instructional Materials:

Required readings, as assigned, will be made available on Canvas 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* (6th 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/>

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) and the Teaching Performance Expectations (TPE).

Program standards:

Pedagogy and Universal Access (including Teaching English Learners and Special Populations) *Goal 1. Provide teacher candidates with knowledge to plan and implement curriculum and instruction.*

Graduates of the Special Education Master's Program will be able to:

- 1.1: plan instruction based upon appropriate use and interpretations of

assessment results, to develop IEP goals and objectives, individual transition plans, and behavior intervention plans, taking into account subject matter, students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles.

1.2: analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, supports and/or daily schedules to facilitate skill acquisition and successful participation for diverse learners.

1.3: plan and utilize instructional strategies, activities, and content that address diverse student interests, utilize individual strengths, and accommodate various styles of communication and learning and align with core curriculum.

1.4: implement educational programs that reflect current evidence-based and/or best practices

Collaboration: *Goal 2. Provide teacher candidates with knowledge to communicate and participate in collaborative educational practices.*

Graduates of the Special Education Master's Program will be able to:

2.1: demonstrate effective communication skills in the areas of respectful collaboration, managing conflicts, networking and negotiating, and supervising and training support.

2.2: collaborate and communicate effectively with administrators, school colleagues, support staff, family members, other service providers, and agencies in the larger community to support students' learning and well-being.

2.3: collaborate to design, implement, and evaluate educational plans that reflect transition across the life span for all learners.

Professionalism: *Goal 3. Provide students with knowledge to develop as a professional.*

Graduates of the Special Education Master's Program will be able to:

3.1: understand laws and regulations related to individuals with disabilities and their families and demonstrate advocacy skills

3.2: apply and reflect on ethical standards to his or her professional conduct

3.3: reflect on his or her own progress, accept professional advice, consider constructive criticism, and engage in critical reflections, open discussion of ideas, and a continuous program of professional development.

Teaching Performance Expectations:

11. Social Environments

12. Professional, Legal, and Ethical Obligations

By the end of this course, the candidate will:

1. Provide documentation of competence in collaborative activities, including knowledge of available resources, networking and negotiation skills with families, educational and other professionals, students with disabilities, and paraprofessionals.

2. Collect information from families to guide the collaborative process and enhance the academic, social, and emotional progress of students.
3. Read, discuss, and apply research and policy pertinent to working with families and others in the collaborative process.
4. Clearly communicate assessment information and its implications for general education teachers, parents, and other school professionals in a positive and capacity-building way.
5. Develop and demonstrate strategies for forming family partnerships and effective communication skills, including conflict management.
6. Utilize effective communication skills in course activities and assignments, as well as use individual and systemic approaches to collaboration and consultation on behalf of students with disabilities.
7. Demonstrate the ability to work knowledgeably, effectively, and sensitively with families whose culture and/or language differ from her or his own.
8. Promote student choice-making, self-determination, and self-advocacy skills in school and community settings and in transition to adult life.

DISCOVERe Course

This is a DISCOVERe course that incorporates the use of mobile device technology both in and out of class to promote active learning. You are expected to use your mobile device for course related activities, including reading, note-taking, group discussions, polls, presentations, exams, and other classroom activities. Note that in this course a smartphone is not an acceptable substitute for a mobile device. Laptops and tablets are acceptable devices, using any platform.

Your mobile device must have the following required or [core apps](#) for this course:

- Eduroam (Internet connection)
- Canvas
- Google Drive
- Google Docs
- Google Slides
- Google Spreadsheets
- Google Classroom
- Adobe Reader

Please take care of and keep your mobile device safe. It is your responsibility to maintain your mobile device throughout the course to fulfill the course requirements. You would be responsible to replace the mobile device should it become lost or is stolen.

- Purchasing a warranty is suggested to offset the cost of a broken mobile device. If the mobile device is not covered under warranty, you would be responsible to replace the mobile device if it is damaged beyond use.
- Jailbreaking or other modifications can void your warranty and cause significant performance problems. You are strongly discouraged from jailbreaking or performing any other unsupported modifications to your mobile device.

Fresno State is not responsible for maintenance, replacement, or repair of your mobile device.

Your instructor is not responsible for providing technical assistance with your mobile device or apps. If you have questions about the performance of your mobile device, you should make use of the following resources:

Walk-in assistance: DISCOVERe Hub (HML Lower Level)

Email: discoverehub@csufresno.edu

Phone: 559.278.1812

Web: <http://www.fresnostate.edu/president/discovere/hub/>

It is your responsibility to charge your mobile device and make sure it's operational prior to each class. Most classes do not have sufficient outlets to charge your mobile device during class. You must come to class with a fully charged mobile device to ensure that you are able to complete all in-class activities.

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, Google Classroom, 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 online by 11:59 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. 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.** Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity*

Reading Check/Online Assignments (6 at variable point values = 80 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., Tuesdays) by 4:00 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. **Instructional Assistant Handbook (Individual or Groups up to 4; 50 points):** **In-depth requirements for this project will be discussed in class and posted on Canvas/Google drive.** Candidates may choose to work individually or in groups up to 4 for this assignment and are encouraged to work in groups. They must complete the assignment using the same grouping format and the same group member(s). **Note: If completing this as groups of 2-4, candidates must follow these additional guidelines:**
 - i. Use Google apps suite (e.g., docs, sheets, or slides) to plan, collaborate, and complete drafts of the assignments
 - ii. Share with Dr. Juarez (swerner@mail.fresnostate.edu) as **“CAN EDIT”**
 - iii. Each group member must complete the **Peer Contributions and Evaluation form**
 - a. Candidates will develop written expectations and a handbook for their instructional assistants, based on their current or desired placements (e.g., RSP, mild/moderate SDC, moderate/severe SDC, autism SDC, full inclusion, EBD, etc.). Candidates will also develop a short training plan for IAs on a targeted skill or specific topic, applying principles of UDL. Candidates who work in groups should have the same or similar current or desired placement. The handbook and training plan includes four sections: General classroom documents, roles and responsibilities, written action plan, and training plan with application of UDL. **Detailed assignment description, rubric, and examples will be posted on Canvas/Google drive.**
 - b. Groups will post their handbooks and training plans on Google Classroom, providing access to a wide-range of training plans and resources. Uploads should be in a format that others can download and modify to meet individual teachers’ needs.
2. **Community Engagement Project (Individual or Groups; 35 points):** Based on their interests and needs of their classroom/school/community, candidates will develop a project to demonstrate effective collaborative partnerships. They may choose to work individually, in groups, or the whole class can work together. Candidates are encouraged to work in groups and select an area of inquiry that interests them. If working in groups, the project must reflect the effort of the number of group members. The final class meeting will serve as a showcase to present the projects to the class and others who are interested in attending. Attendance at this final class session is **mandatory**. Only excused absences per university policy will be accepted. **Unexcused absences will result in one full letter grade deduction. In-depth requirements for this project will be discussed in class and posted on Canvas/Google Drive.**

Choices include, but are not limited to:

 - a. Instructional Assistant Training Session

- b. Parent/Family Training Session
 - c. General Education Teacher Training Session
 - d. Collaborative Partnerships Website
 - e. Any other ideas or suggestions
3. **Student-Centered Planning Project (Individual; 120 points total):** Using their current field placements, candidates will conduct a student-centered planning project with a K-12/adult transition student with a disability and their family. Candidates will choose a particular theory/method to apply in their fieldwork setting. These theories/methods will be discussed in class and include MAPS, student-led IEPs, or self-determination. **In-depth requirements for each part of this project will be discussed in class and posted on Canvas/Google Drive.**
- a. **Part 1: Draft of Setting, Participants, and Methods (Individual, 20 points).** Candidates will be required to complete a draft of the first 3 sections of the project. They will need to follow the guidelines for their chosen method as discussed in the literature, class, and additional resources. Methods include MAPs, student-led IEPs, or self-determination. Candidates must submit supporting documentation with the draft of these sections. Additional details will be discussed in class and posted on Canvas/Google Drive.
 - b. **Part 2: Student-Centered Planning Project, Report and Reflection (Individual, 100 points).** Candidates will complete a MAPs, student-led IEP, or self-determination project with a student. Document the process according to these guidelines (e.g., audio/video recording, taking photos, charting responses, lesson plans, progress monitoring, etc. Note: Families must give written permission for recordings and photos). Then write-up the project, including: setting, participants, methods, outcomes, action plan, etc. Further details will be discussed in class and posted on Canvas/Google drive. Include any supporting documents (e.g., work samples, surveys, interviews, pictures of charts, lesson plans, progress monitoring, etc.) for the project as appendices, with identifying information removed. Candidates will reflect on the experience of conducting the project, in light of their experiences/views on collaboration and how the project related to their theory/method. Additional details will be discussed in class and posted on Canvas/Google Drive.

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., community engagement project, IA handbook, or student-centered planning project).** 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 Outcomes	Assignment/Activity	Points
Variable	1-8	In-Class Activities and Participation	50
Variable	1-8	Online Assignments/Reading Checks	80
2/24/20	1-8	Draft of Student-Centered Planning Project	20
3/22/20	1-8	Student-Centered Planning Project Report and Reflection	100
4/26/20	1,3,6	IA Handbook	50
5/11/20	1-3, 5-8	Community Engagement Choice Project	35
			Total: 335

University Policies: University Policies are available for review:

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 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](#)

SPED 219 COURSE OUTLINE

NOTE: This syllabus and schedule are subject to change

Session	Topics and In-Class Activities	Required Readings <u>Before Attending Class</u> Articles and other resources posted on Canvas (subject to change at instructor's discretion)	Assignments Due
Week 1 01/20 (MLK) ONLINE No face-to-face (F2F) class	Working with Families and Others <ul style="list-style-type: none"> • Understanding family backgrounds • Understanding strengths and concerns • Cultural and linguistic diversity 	1. Read or Listen: IRIS Interview: Working with High Poverty Children (5:43) 2. Read or Listen: IRIS Interview: Cultural and linguistic differences (9:00) 3. IRIS Module: Collaborating with Families.	Prep for first class: See Canvas Online Assignment due 1/27 by 4:00 p.m. See Canvas
Week 2 01/27	Introductions/Syllabus Defining Collaboration Working with Families and Others <ul style="list-style-type: none"> • Understanding family backgrounds • Understanding strengths and concerns • Cultural and linguistic diversity 	1. Friend and Cook (2017) p. 5-11	Prep for first class: See Canvas In-Class Activity Week 1 Online Assignment due by 4:00 p.m.
Week 3 02/03 Sleep	Working with Families <ul style="list-style-type: none"> • Student- and family-centered planning • MAPS • Self-determination • Student-led IEPs 	1. Haines, Francis, Shepherd, Ziegler, and Mabika (2018) 2. Rowe, Mazzotti, and Sinclair (2015) 3. Torgerson, Miner, and Shen (2004)	Reading Check due by 4:00 p.m. Summary or annotations for each assigned article (5 points per article)

Session	Topics and In-Class Activities	Required Readings <u>Before Attending Class</u> Articles and other resources posted on Canvas (subject to change at instructor's discretion)	Assignments Due
Week 4 02/10 ONLINE No F2F class	Working with Families <ul style="list-style-type: none"> • Student- and family-centered planning • MAPS • Self-determination • Student-led IEPs 	1. Povenmire-Kirk, Bethune, Alverson, and Kahn (2015) 2. Keyes and Owens-Johnson (2003)	Online Assignment due by 11:59 p.m. Response to peers due Tuesday, 2/18 by 11:59 p.m.
Week 5 02/17 (President's day) ONLINE No F2F class	Working with Families <ul style="list-style-type: none"> • Student- and family-centered planning • Cultural and linguistic diversity • MAPS • Self-determination • Student-led IEPs 	Presentation or videos about the SCPP methods Practitioner-friendly article of your choice Individual appointments recommended for questions about SCPP	Online Assignment due Tuesday, 2/18 by 11:59 pm: See Canvas Remember to respond to at least 1 peer for the Week 4 Discussion Board
Week 6 02/24 Eating better	Working with Families <ul style="list-style-type: none"> • Student- and family-centered planning • Cultural and linguistic diversity • MAPS • Self-determination • Student-led IEPs 	No new readings. Review Weeks 3-5. Be prepared to work on SCPP Draft Sections. Individual appointments recommended for questions about SCPP	In-Class Activity Draft of SCPP Participants, Setting, and Methods due by 11:59 p.m.
Week 7 03/02 ONLINE No F2F class	Working with GE Teachers and Interdisciplinary Teams <ul style="list-style-type: none"> • Co-Teaching 	See Canvas	Online Assignment due by 11:59 p.m.

Session	Topics and In-Class Activities	Required Readings <u>Before Attending Class</u> Articles and other resources posted on Canvas (subject to change at instructor's discretion)	Assignments Due
Week 8 03/09 Physical Activity	Working with Families and Interdisciplinary Teams <ul style="list-style-type: none"> • IEPs: Legalities, Facilitating, Organizing • "Difficult" Collaborations • Strategies for Collaboration 	<ol style="list-style-type: none"> 1. Blog post "How School Systems Create *THAT* Parent in Special Education" 2. Info brief "8 Steps to a Successful IEP Meeting: A Parents' Guide" 3. Diliberto and Brewer (2014) 4. Watch Together: A SWIFT Film on Integrated Educational Framework <p>Bring any last-minute questions about SCPP</p>	In-Class Activity Implement and write-up SCPP
Week 9 03/16 ONLINE No F2F class	Working with Families <ul style="list-style-type: none"> • Student- and family-centered planning • MAPS • Self-determination • Student-led IEPs 	No new readings	SCPP due Sunday, 03/22 by 11:59 p.m.
Week 10 03/23 Mental/Emotional	Working with Paraprofessionals/IAs <ul style="list-style-type: none"> • Creating a collaborative classroom • Communication • Setting up for the school year IA Handbook	<ol style="list-style-type: none"> 1. Devlin (2008) 2. Watch: Top 10 Leadership for IAs 3. 10 Things Every Paraprofessional Wishes You Knew Read IA Handbook Assignment Description	In-Class Activity
Week 11 03/30 ONLINE No F2F class	Working with Paraprofessionals/IAs <ul style="list-style-type: none"> • Leadership • Creating a collaborative classroom • Communication IA Handbook	<ol style="list-style-type: none"> 1. French and Chopra (2006) 2. Carnahan, Williamson, Clark, and Sorenson (2009) Individual appointments recommended	Online Assignment due by 11:59pm See Canvas

Session	Topics and In-Class Activities	Required Readings <u>Before Attending Class</u> Articles and other resources posted on Canvas (subject to change at instructor's discretion)	Assignments Due
Spring Break and Self-Care (and probably SPED 233) April 6-10			
Week 12 04/13 Spiritual/ Transcendent	Working with Paraprofessionals/IAs <ul style="list-style-type: none"> • Roles and Responsibilities • Lesson planning for IAs • Training IA Handbook	1. McGrath, Johns, and Mathur (2010) 2. Stockall (2014)	In-Class Activity
Week 13 04/20 ONLINE No F2F class	Working with Paraprofessionals/IAs <ul style="list-style-type: none"> • Creating a collaborative classroom • Roles and Responsibilities • Lesson planning and training 	No new readings	IA Handbook due Sunday, 04/26 by 11:59 p.m.
Week 14 04/27	Secondary Transition <ul style="list-style-type: none"> • Student-Focused Planning • Interagency Collaboration • Guest Speakers (tentative): RICV, CVRC, Wayfinders, the ARC, Dept. of Rehab Community Engagement Project	Review/skim your choice of IRIS Module about transition (see Canvas for options)	Optional: Complete IRIS Module assessment questions as Extra Credit Opportunity (one of the various options; due by 5/17).
Week 15 05/04 ONLINE No F2F class	Effective Collaborative Partnerships <ul style="list-style-type: none"> • Community Engagement Project 	Review course readings and resources for Community Engagement Project	Work on Assignments

Session	Topics and In-Class Activities	Required Readings <u>Before</u> Attending Class Articles and other resources posted on Canvas (subject to change at instructor's discretion)	Assignments Due
Finals Week 05/11 Yes, we meet face-to-face (those darn Monday holidays...)	Digital or "Poster" Presentations: Community Engagement Project Note: <u>Class meeting location will change. Class time may be combined with SPED 247 and meet at an earlier time, pending your schedules and preference. Check announcements.</u> Attendance is mandatory . Only excused absences per university policy will be accepted. Unexcused absences will result in one full letter grade deduction.		Community Engagement Project due Monday, 05/11 by 4pm (due in class and submit on Canvas)
	Extra Credit Opportunity due May 17, 2020 by 11:59 p.m. ALL ASSIGNMENTS and RE-SUBMISSIONS DUE. No late assignments will be accepted after Sunday, May 17, 2020 by 11:59 p.m.		