EDU 108/208A: Introduction to Exceptional Learners
Fall 2020

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Office hours: After class sessions and/or by appointment via email.
Estimated response time to email and/or phone: 24 hours
Class Dates: Thursdays: September 3, 17; October 1, 15, 29; November 12; December 10
Class Times: 5:30 p.m. to 8:30 p.m.
Location: Zoom in lieu of Building 4, Doheny Campus (subject to change; check Canvas)

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:

- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.

- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.

- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.

- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Materials

Required Text: Jensen, E. (2010). *Different Brains, Different Learners*. Thousand Oaks: Corwin Press.

Readings, as assigned (Articles and Electronically Linked Resources): These include websites, videos, webinars, modules, guidebooks, bulletins, manuals and brochures. For example, we will explore www.cde.ca.gov/sp/se/sr/selinks.asp as we investigate federal and state mandates for exceptional learners. Many of these resources should be compiled for your Resource Portfolio/Binder (see below). In this time of virtual learning, we will also use participatory applications and resources such as Nearpod, Flipgrid, and Edpuzzle.

Recommended Readings:

Raymond, E. (2012). *Learners with Mild Disabilities.* New York: Pearson.

E. Polloway, J. Patton, & L. Serna. (2008). *Strategies for Teaching Learners with Special Needs, 9th Edition.* New York: Pearson.

K Paterson. (2005). *Differentiated Learning: Language and literacy projects that address diverse backgrounds and cultures.* Pembroke: Pembroke Publishers.

M. Tamaren. (1992). *I Make a Difference: A Curriculum Guide Building Self Esteem and Sensitivity in the Inclusive Classroom.* Novato: Academic Therapy Publication.

K. Paterson. (2005). *55 Teaching Dilemmas: Ten powerful solutions to almost any classroom challenge.* Pembroke: Pembroke Publishers.

Course Description:
In this introduction to the assessment and instruction of students who require a broader learning experience for success, candidates will become knowledgeable about available strategies and resources designed to assist the struggling student in demonstrating their ability to learn. Candidates will gain knowledge about the federal and state legal requirements for the students with special needs. Candidates will learn to use assessments, design curriculum and respond effectively by demonstrating differentiated teaching methods of intervention relative to the core academic curriculum.

Course Objectives and Student Learning Outcomes
The course objectives are aligned with the California Commission on Teacher Credentialing (CTC) Teaching Performance Expectations (TPEs). The objectives of this course include introduction to, practice of, and/or demonstration of competency in, the following TPEs:
TPE 1: Engaging & Supporting All Students in Learning
> 1.1 **Apply knowledge of students**, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural language, and socioeconomic backgrounds to **engage them in learning**.

TPE 3: Understanding & Organizing Subject Matter for Student Learning
> 3.2: Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make **accommodations** and/or **modifications** as needed to promote student access to the curriculum.
> 3.5: Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the **least restrictive environment**.

TPE 4: Planning Instruction & Designing Learning Experience for All Students
> 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
> 4.4: Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide **access** to the curriculum for all students by removing barriers and providing access through **instructional strategies** that include
> - applying principles of UDL and MTSS
> - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners
> - appropriate modifications for students with disabilities in the general education classroom,
> - opportunities for students to support each other in learning and
> - use of community resources and services as applicable
>
> 4.5: Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with

specific learning needs to successfully participate in transition plans (e.g., **IEP, IFSP, ITP**, and **504 plans**.)

4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

TPE 5: Assessing Student Learning

5.2: Collect and **analyze assessment data** from multiple measures and sources to plan and modify instruction and document students' learning over time.

5.6: Work with specialist to interpret assessment results from **formative and summative assessments** to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

5.8 Use assessment data, including information from students' IEP, IFSP, ITP and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

6.4: Demonstrate how and when to involve other adults and to **communicate effectively** with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

6.5: Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and **policies** regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model **ethical conduct** for themselves and others.

In order to meet the course objectives, students will:

- Learn the content and purpose of the state and federal legal requirements for the placement and instruction of special needs learners. The ethical obligations for meeting the needs of all learners will be applied to the educational implementation process and used to develop an informed and professional disposition toward serving all students.
- Learn to use California's Laws & Regulations Database as a resource.
- Learn and begin to apply pedagogical theories, principles, and practices for best practices in the inclusive classroom.
- Demonstrate effective use of materials, low tech interventions, instructional methods, and strategies, in order that students are able to learn and function successfully in the school environment.
- Acquire knowledge of positive behavioral interventions to apply in the classroom and learn of the IEP process and regulations.
- Demonstrate the ability to use a variety of assessment strategies and identify the learning strengths and weaknesses of students.
- Demonstrate understanding of how cognitive, pedagogical, and individual factors affect a student's rate of progress and design a specific learning environment with an educational team of professionals.

Course Format:

This course meets in person on the Doheny campus during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

Course Assignments (or Course Requirements):
(See Canvas for reading assignments as well as due dates for all assignments and activities included in this course.) Your course grade and advancement in the Education Program will be based on your performance in the following activities:

	SPECIFIC COURSE REQUIREMENTS OVERVIEW*	
	*Detailed version posted on Canvas and to be reviewed in class.	
Session	Task/Assignment	Due Date, Time (Subject to Change)
1	Discussion: F.A.T. City (3 Points)	September 10, 5:30 PM (Post #1) September 17, 5:30 PM (Post #2)
2	Task 1: Special Education File (6 Points) Quiz (Elig.) (1 Point)	September 17, 5:30 PM 5:30 PM*
	Writing- SPED Laws (3 Points)	In-Class Activity
3	Task 2: ABC Data Collection (5 Points) Quiz (acronym/timeline, 1 Point)	October 1, 5:30 PM
	Task 2 cont.: PBSP/BIP with partner (5 Points) Michelle (2 Points)	In-Class Activity
4	Task 3: Eligibility Research Part I (5 Points) Quiz (Textbook, 1 Point)	October 15, 5:30 PM
	RtI Reflection (4 Points) Chronological + Mid Semester (3 Points)	In-Class Activities
5	Task 4: RtI/MTSS in the Classroom (10 Points) Quiz (PBSP, 1 Point)	October 29, 5:30 PM
	LRE Rank (1 Points) "Expert Groups" Collaboration (exit ticket for accountability)	In-Class Activities
6	Task 5: (Choice: Observation task or IRIS module (10 Points) Quiz (RTI, 1 Point) Eligibility eFlyer (5 Points) per group Discussion: *Including Samuel* documentary (3 points)	November 12, 5:30 PM
	Jigsaw Activity (3 Points) "Expert Groups" Case Study Responses (3 Point)	In-Class Activities
7	Task 6: LRE/Inclusion Test (5 Points) Quiz (IEP, 1 Point) Research Portfolio (5 points) as Google folder	December 10, 5:30 PM
	Writing- Reflection/Summary of Parent Rights (3 Points) IEP Simulation (3 Points)	In-Class Activities
Optional	Discussion: *Autism is a World or Graduating Peter* (3 pts.)	Extra Credit option due Dec. 10
Attendance & Participation includes 1 pt. for each class session fully attended (7 points)		

<u>**Classroom Policies:**</u>

Submitting work: This course highlights, through modeling, the importance of using multiple measures of assessment to gauge the progress of learners. Assignments must be complete on time; according to the instructor's guidelines. Without prior written (email) approval by the instructor, in advance of the due date, no late work will be accepted. If you need to be absent, make sure you upload your completed work by the due date/time on Canvas, in order for it to be considered for full credit.

Formatting: All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use APA format, including 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.) Unless otherwise noted, all assignments submissions should be turned in electronically on Canvas.

Quality of Work: The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with multiple grammatical/spelling errors per page will receive point reductions and/or be asked to resubmit. If a second assignment has similar errors, a referral will be made to The Learning Resource Center or PARC (see below).

Grading: Remember that you must maintain a 3.0 GPA in order to proceed in the MSMU Multiple or Single Subject Credential Program. This course requires many activities, some worth a small number of points. Please be aware that completion of these assignments is required in order to remain in good academic standing.

< 65 = F	65–69= D	70–73 = C- 74-76 = C 77-79 = C+	80-83=B- 84-86=B 87-89= B+	90-93 = A- 94-100= A

Tardiness: Some of the most important announcements are made during the first 15 minutes of class; therefore, it is critical that you arrive to class on time. Please contact your instructor as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed. Please note that consistent tardiness will result in point deductions. Most importantly, communicate with me, your instructor, so that we can work together this semester.

Classroom Participation: Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class as we model different teaching approaches, engage in discussions to clarify beliefs and practices, collaborate in small groups and compose written reflections. Any work completed in class must be submitted by the end of the class period. None of the in-class activities can be replicated as richly outside of our

class session, but your instructor will work with you to asynchronously benefit as much as possible in those situations. For all of our sessions, please demonstrate courteous demeanor which is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless necessary and with communication regarding any issues that arise), (3) listening and taking turns during class discussions, (4) refraining from multi-tasking behaviors such as talking on cell phones, text messaging, and surfing the internet on electronic devices. Most importantly, active participation in class discussions is encouraged and vital. Therefore, participation is defined as occasional verbal contributions to class discussion/activity that extend and enhance group process. Participation is NOT defined as merely attending class.

Peer Support: Please exchange phone numbers and/or email addresses with your colleagues for mutual help and support. Find a friend who will read and edit your assignments with you. If you're absent, check in with a classmate and meet to discuss what you've missed.

E-Learning System (Canvas): Each candidate is required to access the Canvas account for course materials, information and communications. Be certain to establish this access immediately and refer to it on a regular basis as dates and requirements may change on a day to day schedule. As instructor, I will log on to our Canvas course site the first night of class via the podium/media cart and share our organizational scheme. After that initial overview, please e-mail me regarding any concerns.

Assessment - The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Assessment of Student Learning Outcomes:
Student learning is at the core of the MSMU mission. MSMU faculty have developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies:

Absences: Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please send me an email so that we can

work together to ensure your successful course completion. For asynchronous segments of our sessions, submitting the assignments for that portion count as your attendance.

Academic Integrity: Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see https://www.turnitin.com/solutions/plagiarism-prevention).

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Calendar Verification: Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.

- o **Fall Mid-Semester Break:** Some Graduate-level Education courses meet on the Thursday of mid-semester break. Check your course calendar.
- o **Spring Break:** The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
- o **Study Days:** The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- o **Finals Week:** All Education evening courses meet as regularly scheduled during finals week.

Candidate Dispositions: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

Certificate of Clearance: In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates MUST have a Certificate of Clearance

PRIOR to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/256, 1/266, 1/267, and 1/268.)**

Incompletes: Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:

- files the application no later than 1 week prior to finals
- has completed the majority of assignments
- has a passing grade in the class (C or better)
- is prevented from completing the final assignment

Quality of Work: The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

Resource Portfolio/Binder Maintenance: All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filling system. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

Student Resources

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.

Professional and Academic Resource Center (PARC)

- The Professional and Academic Resource Center (PARC) offers assistance to graduate students in person, over the phone, or by videoconferencing. To schedule an appointment. access the PARC page on myMSMU: https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC
- All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

Students with Disabilities: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon

Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Accommodation Policy: Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.

> **Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.**

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.