

**EDU 270B: Educating Special Populations**  
**Mount St. Mary's University**  
Course Syllabus

Fall 2018, Sundays 10:25 a.m. to 4:20 p.m.  
September 9 to November 18, 2018

Instructor: Melanie Ronning, MA

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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

**Texts and Resources**

**Assigned Text:** Tomlinson, C.A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. (2<sup>nd</sup> Ed.) ASCD

**Assigned articles and electronically linked resources:** These include websites, videos, webinars, modules, guidebooks, bulletins, manuals and brochures

**Course Description:**

This course reviews the historical and philosophical significance of special education and the education of gifted and talented students and effective practices for meeting these student needs in a general education environment. The legal and administrative framework for the education of exceptional learners in California is addressed with an emphasis on the policies and procedures in the candidate's school district for identifying and providing services for these students. Coursework will emphasize the development of positive, inclusive classrooms with differentiated instruction designed to enable all students to achieve at high performance levels. All course requirements will be applied in the teacher's current teaching assignment.

**Course Objectives:**

This course addresses the following objectives from the California State Department of Education Program Standards:

- Knowledge of the processes for identifying and referring students for special education services the procedures for determining eligibility for special education programs and services under the major disability categories. (Element 20a)
- Awareness of the range of program options and services available to students with an emphasis on collaborating with others to transition students to the least restrictive environment. (Element 20e)
- Demonstrate understanding of the general educator's role in the Individualized Educational Plan (IEP) process. (Element 20a)
- Awareness of school and community resources for students with disabilities and students who are gifted and talented including support personnel and services, instructional materials, specialized equipment and assistive technologies and professional and advocacy organizations. (element 20d)
- Ability to modify and adapt the general education curriculum in collaboration with special educators to meet the IEP goals of students with disabilities (Element 20a)

- Ability to integrate students with disabilities and students who are gifted and talented into the social fabric of the classroom. (Element 20e)
- Ability to implement positive behavioral support strategies developed in collaboration with special educators to support student growth and development. (Element 20b)

**Assessment**

The course aims to model the importance of using multiples measures of assessment to gauge the progress of learners. Assignments must be completed on time according to agreed upon guidelines. No late work will be accepted unless agreed upon by Professor in advance of the due date. If you are absent, you may e-mail your work before the class’ start time (on the due date) via the Drop Box feature in Canvas in order for it to be considered for full credit.

Course Tasks	% Final Course Grade	Program Standards	TPEs
Special Education Fieldwork and Research	25	14a	12, 13
Informal Assessment, Task Analysis, and Behavior Analysis	20	14d	8, 9, 11
Attendance & Participation	30	14a	12, 13
Differentiated Instruction Project	25	14b, 14c	8, 12
<b>TOTAL</b>	<b>100</b>		

**Special Education Fieldwork:** You will attend an advocacy meeting, an SST meeting, an IEP meeting, visit a regional center, or choose a related services provider for students connected with your chosen area of special needs that you can interview and observe. During this fieldwork of choice, you will note observations, interview a selected person and then write a reflective summary of this fieldwork experience following guidelines and rubric available on Canvas. This will be analyzed during a jigsaw (or expert group) activity during one of our final class sessions.

**Area of Special Needs Research/Presentation:** Regarding your chosen area of special needs, follow the provided guidelines and investigate the following areas: community resources, assistive technology, support services, instructional materials, causes, characteristics, educational impact, areas of assessment, and advocacy groups. You will also prepare a mini-lesson on exceptionality awareness (lesson option provided by instructor) and share a poignant film or literary excerpt related to your area of research.

**Behavior Analysis:** You will identify a student in your classroom (with identified special needs or documented needs that impact his/her performance in the general education setting), create a positive behavior support plan and then present in class a description of how that would be implemented on the school campus.

**Differentiated Instruction Presentation/Assignment:** You will identify a student in your classroom (with identified eligibility or assessed needs that impact his/her performance in the general education setting), describe the student’s present levels of performance and areas of difficulty, write a lesson plan (modified SIOP format) and then explain rationale the behind your adaptations and differentiated strategies within lesson. You will incorporate your task analysis as well as collaborate with your peers and share your findings with your classmates.

**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.

<b>&lt; 65 = F</b>	<b>65–69= D</b>	<b>70–73 = C-</b> <b>74-76 = C</b> <b>77-79 = C+</b>	<b>80-83=B-</b> <b>84-86=B</b> <b>87-89= B+</b>	<b>90-93 = A-</b> <b>94-100 = A</b>
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**MSMU and Education Department Policies:**

**Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 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).

**Quality of Work:** 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 serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

**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.

**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 MSMC’s Student Handbook for further discussion.

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

**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.) Students who do not meet expectations will receive a Notice of Concern as part of the Department’s formative feedback assessment process.

**Academic Integrity:** Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on

each assignment. Papers and other work including images should not be copied from the internet.

**Disability Statement:** 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](mailto:disability@msmu.edu).

**Absences:** Regular attendance is especially important in the Education Department's compacted evening and weekend classes. Students who miss two class sessions of a 1 of 2 unit class or 3 class sessions of a 3 or 4 unit class may be administratively dropped from the class unless an additional 5-page paper assignment is completed as make-up. This policy represents 20% of the instructional time and is in accordance with University policy as stated in the MSMU Catalog

**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 see me 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.

**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. Since none of the in-class activities can be replicated outside the class session, no make-up assignment is possible if you are absent. Students need to demonstrate courteous demeanor which is defined as (1) arriving on time, (2) leaving at the scheduled time and not before (unless the instructor is notified and has approved the request), (3) listening (not talking) during lecture or class discussion, (4) refraining from multi-tasking behaviors such as talking on cell phones, text messaging, and surfing the internet on electronic devices, and (5) refraining from reading other unrelated materials during class time. The instructor encourages that each student will actively participate in class discussion. 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.

**Incompletes:** Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. 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:

- has completed the majority of assignments
- on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D.
- is prevented from completing the final assignment for serious medical/personal reasons
- can complete the work within one semester

**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 of Student Learning Outcomes:** Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and masters programs. 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.

**Learning Resource Center:** The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 477-2690.

**Professional and Academic Resource Center (PARC@msmu.edu):** PARC offers assistance to graduate students in person (Building 10, second floor) and over the phone. All appointments (in-person, phone, or online) are 45 minutes long. To make an appointment, call 213-477-2898 or use the PARC portal page: <https://welcome.msmu.edu/academics/PARC/Pages/default.aspx>

**Student Credit Hour Policy** – A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time;
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**EDU 270B Course Schedule**  
**(Subject to change)**

<b>Date</b>	<b>Prior to class session</b>	<b>Course Objectives</b>
<b>Sept. 9</b>	<p>Read Articles: *<a href="http://www2.ed.gov/policy/speced/leg/idea/history.html">http://www2.ed.gov/policy/speced/leg/idea/history.html</a> (with addendum linked at end of article) *<a href="http://www.education.com/reference/article/steps-individualized-education-program-IEP/">http://www.education.com/reference/article/steps-individualized-education-program-IEP/</a></p> <p><b>Discussion Forum due before midnight, Sept. 10</b></p>	<p>Knowledge of the processes for identifying and referring students for special education services and the procedures for determining eligibility for special education programs and services under the major disability categories.</p>
<b>Sept. 23</b>	<p>Text Ch. 1-2 Read Articles: <a href="http://www.parentcenterhub.org/repository/accommodations/#part1">http://www.parentcenterhub.org/repository/accommodations/#part1</a> (related services) <a href="http://www.parentcenterhub.org/repository/disability-landing/">http://www.parentcenterhub.org/repository/disability-landing/</a> (special needs research) <a href="http://www.nagc.org/">http://www.nagc.org/</a> (gifted research)</p>	<p>Awareness of the range of program options and services available to students with an emphasis on collaborating with others to transition students to the least restrictive environment.</p>
<b>Oct. 7</b>	<p>Text Ch. 3-5 Read Article: Overton, T. (2004). Promoting Academic Success Through Environmental Assessment. <i>Intervention in School and Clinic</i>, 39 (3), 147-153 (available via Canvas)</p> <p><b>Informal Assessment DUE: See Canvas for sample of Informal Assessment Analysis + drop box</b> <b>Behavior Analysis DUE (bring ABC data for in-class collaborative analysis) <a href="http://www.disciplinehelp.com">www.disciplinehelp.com</a></b></p>	<p>Ability to integrate students with disabilities and students who are gifted and talented into the social fabric of the classroom.</p> <p>Awareness of school and community resources for students with disabilities and students who are gifted and talented including support personnel and services, instructional materials, specialized equipment and assistive technologies, and professional and advocacy organizations.</p>
<b>Oct. 21*</b>	<p>Article TBA Read YOUR assigned text Ch. 8-13 and create organizer or task for peers <b>DUE at 10:25 a.m. on Oct. 22</b> <b>Task Analysis DUE: See sample on Canvas</b> <b>Complete</b> on-line tasks (PD360 and Discussion Forum)</p>	<p>Ability to implement positive behavioral support strategies developed in collaboration with special educators to support student growth and development.</p>
<b>Nov. 4</b>	<p>Read Text Ch. 6-7, 14 <b>Discussion Forum due before midnight Nov. 5</b> <b>Fieldwork Task DUE: See Canvas for sample of Informal Assessment Analysis + drop box</b> <b>Submit DRAFT of Special Needs Research template on Canvas</b></p>	<p>Ability to modify and adapt the general education curriculum in collaboration with special educators to meet the IEP goals of students with disabilities.</p>
<b>Nov. 18*</b>	<p>Read "Parents Rights" article (available via Canvas)</p> <p><b>Fieldwork Presentation DUE Bring visual(s) for in-class activity</b> <b>Differentiated Instruction Assignment DUE See Canvas for sample + drop box</b> <b>Special Needs Research Presentation Bring template copies + visuals. See Canvas for sample + drop box</b></p>	<p>Demonstrated understanding of the general educator's role in the Individualized Educational Plan (IEP) process.</p>

**\*A portion or all of this session will be on-line instead of in our classroom on the Doheny campus.**