

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**  
**COURSE SYLLABUS**  
**SPED 516S: EARLY PRACTICUM SEMINAR**  
**SPRING 25**

**Instructors:** Fatmana Deniz

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**Office hours:** Available for Zoom meetings by appointment (email for appointment).

**Class time:** Wednesdays 7:00-9:45 PM every other week

**Class Location:** Zoom from 7:00 to 9:45.

**Class Zoom link:**

<https://csun.zoom.us/j/86943180036?pwd=BvWjerQ888ahRyRyUJC06DlCZnbeI.1>

Meeting ID: 869 4318 0036

Passcode: SPED

## **The Michael D. Eisner College of Education**

### **Conceptual Framework (revised 2018)**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

## **I. COURSE DESCRIPTION**

Prerequisites: Restricted to candidates admitted to the Preliminary Education Specialist Credential Program, ITEP, Intern Program, or the Dual Preliminary Single Subject/Education Specialist Credential Program. Corequisite: SPED 403MME or SPED 506MEA or SPED 506MEB.

Prerequisites for Preliminary Education Specialist Credential Program (Traditional, ITEP): SPED 400, SPED 511. Pre/corequisites for the Preliminary Education Specialist Credential Program (Traditional, ITEP): SPED 420. Pre/corequisites for Dual Preliminary Single Subject/Education Specialist Program: EPC 420, SED 521, SED 525XX, SPED 420, SPED 511. This seminar focuses on reflective practice and accompanies the first of two supervised practica in special education designed to provide credential candidates with practical hands-on experience in K-12 schools. This class links coursework with practice and provide collegial support to participants. Seminar meets on a regular basis throughout the semester with the instructor and accompanies supervised experience in school settings. May be taken two times for credit.

## **II. COURSE OBJECTIVES**

After completing this course, students will demonstrate the ability to:

1. Discuss standards of performance, including the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) that define professional practices.
2. Engage in an ongoing process of self-evaluation in developing as a professional educator and reflective practitioner.
3. Demonstrate understanding of federal and state legislation and policies related to the education of students with disabilities (e.g. IDEA, Title 5).
4. Apply skills/knowledge/theories/ procedures/strategies learned through coursework to authentic teaching situations for students from kindergarten to age 22.
5. Apply evidence-based high-leverage practices, skills/theories/strategies learned during coursework to actual teaching situations.
6. Contribute to discussion and collaborative problem-solving with colleagues.
7. Develop critical thinking skills by reflecting upon field experiences as related to professionals and other school staff and actively seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, paraprofessional) regarding curricular, instructional, and positive behavior support strategies and needs.
8. Demonstrate ongoing development and competency in becoming a teacher as evidenced by assignments, observations, and the Education Specialist MME Evaluation. Competencies, organized by TPE, include:

### ***TPE 1 Engage and Support all Students in Learning***

- Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, from culturally and linguistically diverse backgrounds, developmental levels, and disability-specific needs, including community-based instructional environments.
- Use naturally occurring opportunities for teaching in various educational and community contexts.

- Demonstrate the ability to use digital tools, instructional and assistive technology, and augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development, and to provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- Demonstrate an ability to meet the needs of limited English proficient and culturally diverse individuals who have mild to extensive support needs.

### ***TPE 2 Create and Maintain Effective Environments for Student Learning***

- Support students in the least restrictive environment with a variety of methods including the use of strengths for promoting social interaction with peers who do not have disabilities.
- Plan and implement positive behavior support systems and establish and maintain healthy learning environments that help students perform successfully within expected classroom norms.
- Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.

### ***TPE 3 Understand and Organize Subject Matter for Student Learning***

- Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

### ***TPE 4 Plan Instruction and Design Learning Experiences for All Students***

- 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 instructional and assistive technology, application of UDL and MTSS principles, learning activities, accommodations and modifications, and peer-supported learning.
- Use student-centered/family-centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

### ***TPE 5 Assess Student Learning***

- Analyze the implementation of various pedagogical and evidence-based high-leverage practices with different types of learners, including English Language/Emergent Bilingual Learners and students with mild to extensive support needs.

### ***TPE 6 Develop as a Professional Educator***

- Identify families' needs, strengths, and resources, and assist the families to effectively promote the success of students with mild/moderate disabilities from culturally and linguistically diverse backgrounds; with mentor support, identify resources for families in the communities in which they live, including the business community.

- Demonstrate necessary skills needed to build collaborative relationships with family members, teachers, paraprofessionals, and other professionals working in school, community, and/or post-secondary settings for instructional planning and planning for successful student transitions.
- Seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, paraprofessional) regarding curricular, instructional, and positive behavior support strategies and needs.
- Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

### **III. REQUIRED TEXTBOOK & READINGS (No book purchase required for this course)**

#### *Required Text Book:*

Archer, A. L., & Hughes, C. A. (2010). Explicit instruction: Effective and efficient teaching. Guilford Publications.

**\*You will be using this book across the program in different fieldwork courses.**

#### *Required Reading:*

- California Standards for the Teaching Profession: [www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)
- California Common Core State Standards (CCSS): <http://www.cde.ca.gov/be/st/ss/>
- California English Language Development Standards: <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- California Dyslexia Guidelines <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
- EdTPA Assessment Handbook: <https://www.sxu.edu/academics/cas/education/docs/edtpa/edtpa-special-education-handbook.pdf>
- CEC Code of Ethics and Standards for Educators of Persons with Exceptionalities (<http://www/cec.sped.org>)

#### *Additional EdTPA Resources that will be used in this class*

- The context for Learning Information Template: [https://edtpa.org/resource\\_item/44536e04-97e1-4974-836d-4d227b7cf5b6](https://edtpa.org/resource_item/44536e04-97e1-4974-836d-4d227b7cf5b6)
- Planning Commentary Template: [https://edtpa.org/resource\\_item/952eae44-f655-47dd-8a03-72dc068ea063](https://edtpa.org/resource_item/952eae44-f655-47dd-8a03-72dc068ea063)
- Instruction Commentary Template: [https://edtpa.org/resource\\_item/0a9d9fd5-f8eb-4f1b-8552-2cb35ee2224b](https://edtpa.org/resource_item/0a9d9fd5-f8eb-4f1b-8552-2cb35ee2224b)
- Understanding Rubric Level Progressions (URLP) Special Education: [https://edtpa.org/resource\\_item/SCA\\_URLP](https://edtpa.org/resource_item/SCA_URLP)
- Academic Language (AL) Handout Special Education CA: [https://edtpa.org/resource\\_item/SCA\\_ALHandout](https://edtpa.org/resource_item/SCA_ALHandout)
- Making Good Choices (MGC) Special Education CA: [https://edtpa.org/resource\\_item/22be86b8-55f3-4e82-8e2f-2465798ede8e](https://edtpa.org/resource_item/22be86b8-55f3-4e82-8e2f-2465798ede8e)

\*Additional selected readings will be available on Canvas

#### **IV. COURSE ASSIGNMENTS (See detailed assignment descriptions in Canvas)**

**The seminar instructor will evaluate and provide feedback on these assignments.**

##### **A. Discussions (50) points).**

These discussions are intended to promote reflection on teaching practices and issues as they arise in the field. Additionally, some competencies are difficult to observe for your university supervisor, and they will refer to these discussions when completing your evaluation. As your supervisors need access to online discussions, they will be completed on Canvas. Please check Canvas and complete discussions timely for full credit. Online discussions must be completed before the weekly seminar.

##### *Discussion 1: Reflecting on the Sixteen Elements of Explicit Instruction*

For this discussion, you will reflect on the Sixteen Elements of Explicit Instruction based on your fieldwork experiences. Start by reviewing the "Sixteen Elements of Explicit Instruction" document. Then, respond to the prompts by identifying and describing at least three elements you've successfully implemented in your teaching, providing specific examples and reasoning for their success. Next, discuss at least three elements that have been challenging to implement, detailing why they have been difficult. Finally, outline the steps you plan to take to address these challenges, whether through seeking support, professional development, or other strategies. After submitting your response, engage with a peer's post who has encountered similar challenges, offering feedback and suggestions. Be sure to provide thoughtful, detailed responses that support both your own growth and that of your peers. **U1.5; U1.5; U6.1; U6.3**

##### *Discussion 2: Objectives and Assignments*

In this discussion, analyze an objective and assessment plan for alignment, clarity, and effectiveness. Review the objective for clarity and measurability, and check if the assessment aligns with the objective to gauge student understanding. Score the plan's alignment, clarity, and effectiveness using the rubric, justifying your score with specific references from the plan. If improvements are needed, suggest changes. Additionally, practice writing IEP objectives and goals to enhance this skill during the seminar. **U1.3**

##### *Discussion 3: PBIS/Classroom Management Structure*

The purpose of this assignment is to critically reflect on the behavior support and classroom management strategies implemented at your placement site. This reflection will allow you to analyze the current systems in place. For students who have previously completed this assignment (during 506A), it will encourage you to assess your growth and development in the areas identified earlier in your internship. This assignment also invites you to consider the resources and strategies you have used in the classroom to support your personal development and student success. For students who are observing a mentor teacher, this will help them reflect on how they can incorporate observed strategies into their own future practices. **U6.2**

#### *Discussion 4: Collaborating with Paraprofessionals*

In this discussion, you will reflect on your experiences working with paraprofessionals in your internship or fieldwork placement. Depending on your experience level, you will either describe successes and challenges you've encountered or reflect on how your collaboration skills have evolved over time. You will also explore strategies for addressing challenges and maximizing the support provided by paraprofessionals. For students observing a mentor teacher, you will reflect on the collaboration strategies you've observed and consider how to incorporate them into your future practice. This assignment aims to strengthen your ability to collaborate effectively and maximize the utility of paraprofessionals in the classroom. U1.2; U6.4

#### *Discussion 5: Universal Design for Learning (UDL) to Increase Student Engagement and Motivation*

In this discussion, you will reflect on how Universal Design for Learning (UDL) principles can be applied to enhance student engagement and motivation. You will analyze strategies to support students with mild to extensive support needs and multilingual learners with disabilities. Through this reflection, you will identify successes and areas for growth in implementing UDL, address barriers to engagement, and explore actions to create more inclusive and motivating learning environments for all students. U1.4

### **B. In-Class Assignments&Attendance&Engament (50) points).**

#### *Attendance (8x2=16 points) and Seminar Participation (14 points)*

Students' contributions are critical to the success of this seminar. Seminar participants will share experiences, brainstorm strategies and techniques, and assist one another in developing expertise to serve diverse urban learners with special needs. Students are expected to attend all seminar meetings and participate in discussions and activities. Individual zooms will take the place of one seminar at the end of the semester to confirm each candidate is on track for successful completion.

#### *Task Analysis (In-Class Activity -10 points)*

The purpose of this activity is to practice breaking down tasks into manageable steps for students. This is a group assignment that you will start and finish in class and be submitted as a group. For this activity, you will create a task analysis to support student access to a multi-step task. A step-by-step pictorial and written checklist for each step of an activity, ensuring that the steps and pictures are meaningful to the student. See Canvas for the details of this assignment.

#### *Goals, Objectives, and Benchmarks (In-Class Activity -10 points)*

In this assignment, you will demonstrate your ability to develop individualized IEP goals and measurements for students with mild to extensive support needs and multilingual learners with disabilities. You will write 12 annual objectives, including 3 for reading, 3 for math, 3 for writing, and 3 for behavior/social skills. Additionally, for one objective in each area (4 total), you will create short-term benchmarks and an assessment plan. This activity is designed to help you practice creating clear, measurable goals tailored to the needs of diverse learners. You may complete this assignment individually or with a partner. U1.6



## V. SUBMISSION OF ASSIGNMENTS- HOW DO I SUBMIT WORK?

Assignments are submitted by uploading them to Canvas. Feedback and grades will be provided through Canvas. Please make sure you are giving yourself enough time to complete and submit the assignments for the course to minimize any unforeseen challenges. Plan ahead!

Unless otherwise specified, all assignments must be typed, have one-inch margins, have a font size of 12, and be **submitted as Microsoft documents or pdfs**. CSUN provides all students with free access to Microsoft Office, which includes Word, PowerPoint, and Excel. Here is a link to the CSUN free Microsoft Office site: <https://www.csun.edu/it/microsoft-office>

**Writing:** Students are expected to turn in papers and assignments of high quality. All work should represent your reflections upon and the integration of information covered in class in an organized way. References should follow APA guidelines

(<http://owl.english.purdue.edu/owl/resource/560/01/>). Additionally, written assignments are to be clear in sentence construction and should be proofread before submission. If you need additional assistance with writing, please visit the University Writing Center at:

<https://www.csun.edu/undergraduate-studies/learning-resourcecenter/university-writing-center>

**Person-first Language:** In general, use person-first language in your professional writing and speaking to acknowledge that people are more than their disability. Only use identify-first language if you have knowledge of that specific preference for an individual. ***Not sure? Ask.***

**Due Dates and Late Papers:** Turn work in on time so you can better participate and gain more from the meetings and activities (See Canvas for specific due dates for each assignment). I will also be able to give you feedback earlier which could help you with later work. **Assignments submitted within 24 hours of the posted due date will be graded for full consideration.** Please do not feel obligated to inform/email me as long as you will submit it within this 24-hour period. **Any assignments submitted between 24.1 hours and 72 hours after the posted due date will be graded but the final grade will be reduced by 10%.** No assignments will be accepted later than 72 hours after the posted due date unless other arrangements have been made with the instructor. **LIFE HAPPENS**, Life is unpredictable though– I get it- at any point in the semester, for any assignment, if extenuating circumstances arise, or if you need an extension, please contact me so that options can be discussed.

## VI. GRADING

Grades reflect performance in exams, projects, and class attendance and participation.

***Comments, questions, concerns, need help or advice, or just want to talk? Contact me.***

***How will my assignments be graded?***

ASSIGNMENTS		Points
1.	Discussions	50
3.	In-Class Assignments&Attendance&Engament	50
<b>TOTAL Points</b>		<b>100 pts</b>

### *How do points change to grades?*

GRADE	PERCENT	GRADE	PERCENT
A	94 – 100%	C	73 – 76%
A-	90 – 93%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%
C+	77 – 79%	Failing	59% or less

### *So, what do the grades mean?*

The following is the Department of Special Education's grading policy:

- A = Outstanding. Performance reflects an outstanding level, including the integration of information and the application of theory and research to practice. Projects and exams are comprehensive, thoughtful, well-organized, and clearly written.
- B = Very Good. Performance reflects competencies that surpass a basic level of understanding and skill and that indicate some ability to integrate and apply information.
- C = Satisfactory. Performance reflects a minimal level of competency attainment, understanding, and skill. It does not meet graduate-level and professional standards.
- **C- or below = Not passing. Performance does not meet expectations for basic competency attainment.**

## **VII. COURSE GUIDELINES– WHAT ARE THE CLASS NORMS? (FOR YOU & ME) U6.5; U6.5**

This course will prepare you to demonstrate professional responsibility by enhancing your skills in collaboration, communication, and ethical conduct. You will practice these skills through seminar discussions and group work, and they will be assessed through your participation, peer interactions, and instructor observations. See below for expectations aligned with TPE U6.5.

### *Class Interaction*

Talking, working, and thinking with others are large parts of this class. We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. We will discuss how to ensure our class is a safe place, and how to treat each other in a respectful manner. Hurtful remarks (including racial, gender, sexuality, ability, slurs), and personal attacks will not be tolerated. We may not always be comfortable with the topics, and we do not have to approve or agree with everything we discuss, but we do need to be respectful.



Part of the Fieldwork Evaluation Form includes rating the candidate's disposition and professionalism. This includes behavior in the seminar and school site, appropriate dress at the school site, and the ability to get along with others.

All students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations:

[http://www.csun.edu/sites/default/files/standards\\_student\\_conduct.pdf](http://www.csun.edu/sites/default/files/standards_student_conduct.pdf)

*Something else you'd like to add here? Please let me know.*

### ***Respect for Diversity & Commitment to Non-Discrimination***

I strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based on race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. It is my intent to create an inclusive class environment where students from all diverse backgrounds and perspectives will be well served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. My goal is to present materials and activities that are respectful of diversity and honor your identities, including accounts and viewpoints from traditionally underrepresented groups.

Please let me know if there are ways to improve in this regard for you personally or for other students or student groups. You can also submit anonymous feedback, which will lead to my making a general announcement to the class if necessary to address concerns. With the above in mind, you as a student, and I, as a faculty each have a responsibility for maintaining a safe and respectful space to express their reasoned opinions. Because our classroom should be free of all forms of discrimination, professional courtesy and consideration for our classroom community are especially important with respect to topics dealing with our diverse social identities. Any student who has concerns about inappropriate behavior in the course should contact me as soon as possible so I can facilitate discussions with concerned parties to talk through the issues, or you may also contact CSUN's Title IX Coordinator directly: Barrett Morris, University Hall, Room 285, Phone: (818) 677-2077, Email: [barrett.morris@csun.edu](mailto:barrett.morris@csun.edu)

### ***Communication***

All official communication will be by e-mail to your CSUN email account. I often send out important class information and announcements from our course Canvas page, <https://canvas.csun.edu/> so be sure to check your CSUN email regularly.

CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to <http://www.csun.edu/it/webmail>. Enter your CSUN User ID and Password.

To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to <http://www.csun.edu/it/account-info>, log in and select Mail Forwarding. However, do be aware that some transmissions may not be successful. To remain informed, it is in your best interest to continue to check you CSUN email account throughout the semester.

### ***Questions, Comments, Concerns? Talk with me!***

Please don't hesitate to seek help from me or from the many other people on campus who are here to help you. I highly value effective communication. If you are confused, have needs, or would like to share something with me, please reach out to me.

You have been given my email address on page 1. Email is the best way to contact me. If you do email me, please write the class number (SPED 416) and your name in the subject line, so I know it pertains to this class and can more easily find your records. Also, please be aware that it may

take a day or so to respond, so plan accordingly. Visiting me at my office or “virtual office” is also encouraged.

### ***Student Conduct Code***

This class will follow the CSUN Student Conduct Code. Detailed information can be found at <https://catalog.csun.edu/policies/student-conduct-code/> *I want to know your own thoughts and ideas about the class material so submit your own work.* Plagiarism and cheating will not be tolerated. If you are not clear on what constitutes plagiarism, see this resource from the University Library: <https://libguides.csun.edu/journalism/plagiarism>.

### ***Artificial Intelligence (AI) Use Policy***

This policy applies to all generative AI tools, such as ChatGPT, Elicit, and DALL-E2, across text, artwork, graphics, video, and audio.

#### **General Guidelines:**

1. You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment.
2. If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use.

**Approved Uses of AI in This Course:** (a) Brainstorming and refining ideas (e.g., drafting outlines); (b) Checking grammar, clarity, and style.

### ***Absences and Tardies***

Your active and consistent attendance and participation are required to succeed and demonstrate an understanding of the material. In this class, attendance will be monitored through class discussions and participation in small group activities completed during most class sessions. These cannot be made up. An additional couple of hours a week should be reserved for reviewing class material, preparing for the next class, and working on course assignments. I hope that the various activities will further your understanding and application of the class topics.

*All of us in the class— you, me, and your peers— have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate so that we can all benefit from the insights and experiences each person brings.*

I know that extenuating circumstances arise that can make this difficult. If circumstances make you miss more than classes during the semester, you may be overextended. I ask that you come to see me to discuss options. Remember that eligibility for financial aid is also based on student participation. Please come on time, prepared, and ready to participate in class activities which will include. Plan to stay the entire time. Remember, it is your responsibility to make arrangements with classmates to get information/handouts disseminated during class in the case of absences or tardiness. Please contact a colleague in class regarding a review of missed material. The instructor is not responsible for make-up materials for absences or tardies. Do not call the Department of Special Education to report absences, but you may contact me via email.

### ***Virtual Classes***

#### **How About Zoom Cameras?**

For virtual classes, per university policy, students are encouraged to remain on camera during class sessions but are not required. However, I strongly encourage you to keep your cameras on during class as it is part of your demonstration of professional behavior. Teaching and learning are social endeavors. We do not learn (nor teach) in a vacuum. Whenever possible, please be fully present and engaged in class, as evidenced by your camera on and engagement with other students and your professor.

### *Withdrawals and Incompletes*

Sometimes unexpected things happen— I understand. However, it is your responsibility to monitor your performance as you will not be automatically dropped for absences or poor performance. Incomplete grades are granted only in extreme and unavoidable situations. Fifty percent (50%) of classwork must be completed with a passing grade before an incomplete can be considered. Before you decide you are unable to stay in this class, I encourage you to meet with me. We might be able to resolve your concerns.

### *Restrictions on Disclosure and Distribution*

To foster a safe environment for learning, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Unauthorized distribution of such materials is a violation of academic standards and may violate copyright laws and/or privacy rights.

### *Campus Resources– What support is available?*

If you are facing challenges related to food insecurity, housing precarity/ homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>). There are also additional links on our Canvas site for resources to support your academic goals and engagement with campus activities.

### *Accessibility– Need additional support? Ask for help.*

*Everyone's brain and body work differently– please ask for help if you want it. As your instructor, it is my goal to create an inclusive learning environment that supports your learning.* If you anticipate any issues related to the format, materials, or requirements of this course, please contact me so we can explore potential options. I will be more than happy to work with you so that you can have a positive learning experience. Students with disabilities are encouraged to register with the Disability Resource and Educational Services (DRES) at <https://www.csun.edu/dres>. Registration and completion of a services agreement must occur each semester. Reasonable and effective accommodations and services will be provided for students who register with DRES in a timely manner and with appropriate documentation in accordance with federal, state, and university guidelines. DRES can be reached at (818) 677- 2684 and is located in Bayramian Hall, room 110.

### *Canvas*

Class materials and resources are available online. You will access these by logging on with your campus credentials to Canvas (<https://canvas.csun.edu/>). If you have difficulty logging in to the course or do not see it listed, please contact the IT Help Desk. To succeed in this course, you must have reliable access to a computer and an internet connection. CSUN offers currently enrolled students the option to borrow devices such as computers and internet hotspots through its Device

Loaner Program ([https:// www.csun.edu/it/device-loaner-program](https://www.csun.edu/it/device-loaner-program)). If you are having technical difficulties or need help with technology, there are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you continue to face issues with access to technology, please let me know.

### VIII. Class schedule (Spring 25)

Date	Site	Topic	Assignment(s)
Class 1: Jan 29	OL <a href="#">links</a>	<ul style="list-style-type: none"> <li>Overview of the syllabus, canvas course, and introductory activities.</li> <li>Logistics of field experience (cell phone, professionalism, sleep)</li> <li>Classroom Community Agreement <a href="#">U6.6</a></li> <li>Canvas Course Tour; Go React</li> </ul>	Purchase Textbook <b>Complete</b> the <a href="#">Beginning of Semester Survey</a>
Asynchronous Week			<b>Complete</b> Class Discussion #1 (Due Feb 5)
Class 2: February 12	OL <a href="#">link</a>	<ul style="list-style-type: none"> <li>Exploring the Foundations of Explicit Instruction and reflection of discussion 1</li> <li>Lesson Planning Based on Explicit Instruction Guidelines               <ul style="list-style-type: none"> <li>Lesson planning workshop and feedback time</li> </ul> </li> </ul>	<b>Download</b> Lesson Planning Template from Canvas <b>Read</b> foundations of explicit instructions chapter (uploaded to Canvas)
Class 3: February 26	OL <a href="#">link</a>	<ul style="list-style-type: none"> <li>Lesson Planning (Systematic Instructions)</li> <li>Planning instruction: Formats and review of systematic and direct instruction.</li> <li>Task analysis: Breaking down tasks for students with extensive support needs: Applying systematic instruction using a visual task analysis</li> <li>Workshop time to complete task-analysis</li> </ul>	<b>Submit</b> task-analysis: During class, we will complete a group activity to complete task-analysis (Due Feb. 26).
Asynchronous Week			<b>Complete</b> Class Discussion #2 (Due March 5)
Class 4: March 12	OL <a href="#">link</a>	<ul style="list-style-type: none"> <li>IEP Meetings: Best practices and required elements.</li> <li>Writing goals and benchmarks</li> <li>Workshop time to complete the Goals, objectives, and benchmarks in-class task</li> </ul>	<b>Submit</b> Goals, objectives, and benchmarks assignment: During class, we will complete a group activity to complete this assignment (Due Mar 12). <a href="#">U1.3</a>

		<ul style="list-style-type: none"> <li>Sharing IEP extra Resources (Online-asynchronous)</li> </ul>	Peer feedback to each groups activity and revise Goals, objectives, and benchmarks assignment base don peer review. <b>U6.3</b>
<b>March 19: NO CLASS -Spring Break Recess</b>			
Asynchronous Week			<b>Complete</b> Class Discussion #3 (Due Mar 19)
Class 5: March 26	<b>OL</b> <a href="#">link</a>	<ul style="list-style-type: none"> <li>Culturally Responsive Classroom and Behavior Management <b>U6.2</b></li> </ul>	<b>Complete</b> in class activities (TBD)
Asynchronous Week			<b>Complete</b> Class Discussion #4 (Due Apr. 2)
Class 6: April 9	<b>OL</b> <a href="#">link</a>	<ul style="list-style-type: none"> <li>Collaboration with General Education Teachers, Paraprofessionals, and Related Service Providers <b>U1.2; U6.4</b></li> </ul>	<b>Complete</b> in class activities (TBD)
Asynchronous Week			<b>Complete</b> Class Discussion #5 (Due Apr. 16)
Class 7: April 23	<b>OL</b> <a href="#">link</a>	<ul style="list-style-type: none"> <li>Universal Design for Learning (UDL) to Increase Student Engagement and Motivation including Multilingual Learners with Dsiabilities <b>U1.4; U1.6</b></li> </ul>	
Class 8: May 7	<b>OL</b> <a href="#">link</a>	<ul style="list-style-type: none"> <li>Self-evaluation. <b>U6.1</b></li> <li>One-on-one meetings with university supervisors</li> </ul>	<ul style="list-style-type: none"> <li>Course evaluation</li> <li>End of course survey</li> <li>Wrap-up</li> </ul>
<b>Note:</b> This schedule will be updated as needed, especially when topics are determined.			

TPE 1	Pg. #	TPE 2	Pg. #
<b>U 1.2</b>	<b>P-13</b> <b>A-6</b>	U 6.1	<b>P-5</b> <b>A-13</b>
<b>U 1.3</b>	<b>P-12</b> <b>A-5</b>	U 6.2	<b>P-13</b> <b>A-5</b>
<b>U 1.4</b>	<b>P-13</b> <b>A-6</b>	U 6.3	<b>P-5</b> <b>A-12</b>
<b>U 1.5</b>	<b>P-5</b> <b>A-5</b>	U 6.4	<b>P-13</b> <b>A-6</b>
<b>U 1.6</b>	<b>P-13</b> <b>A-6</b>	U 6.5	<b>P-8</b> <b>A-8</b>

		U 6.6	<b>P-12</b>
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