Course and Contact Information

Instructor: Sudha Krishnan
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Telephone: (408) 924-3700
Email: Sudha.v.krishnan@sjsu.edu
Office Hours: Before and after class or by appointment
Class Days/Time: Wednesday 7:00 p.m. - 9:45 p.m.
Classroom: Sweeney Hall 212

Course Format

Hybrid

This course follows a hybrid format with lectures taking place in face to face and online formats. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

This course will cover development of curriculum aligned with content standards that also address the specific needs of students with extensive support needs; evidence-based instructional strategies that are appropriate for students with extensive support needs; and transitional planning for students with extensive support needs to successfully transition them into educational, vocational, and community settings.

Course Goals

This course is intended to assist students to meet the competencies specified in the Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

CTC - Teacher Performance Expectations – Education Specialist –ESN
EX 1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.

EX 1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the Common Core State Standards and California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

EX 1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

EX 2.4 Collaborate with families and appropriate related services personnel to support access to, and optimal learning experiences for, students with extensive support needs in a wide variety of general education and specialized instructional settings, included but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

EX 2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

EX 3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.

EX 3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.

EX 4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

EX 4.7 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.

EX 4.8 Use person-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, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.
EX 6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

Course Objectives

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with extensive support needs in the general education core curriculum.

2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.

3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.

4. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.

5. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.

6. Developing transition plans including assessment, planning, and implementation for students with extensive support needs as they move from high school to post-secondary and adulthood to enable effective participation in educational, vocational, and community settings.

7. Collaborating with parents, general education teachers, paraprofessionals, and other service providers in the development of IEP’s, instructional plans, curriculum, instruction, and transition.

Program Learning Outcomes

3. Program Learning Outcomes

(The codes for the University Learning Goals are elaborated in the next section)

PLO #2. Graduates critically evaluate pedagogy, curricula, and instructional materials based on evidence-based practices for students with disabilities.

Aligns with University Learning goal:

- SG1, SK 2, IS 3.1, 3.2, AK 5

PLO #3. Graduates utilize assessment data to plan and deliver specially designed instruction for students with disabilities.

Aligns with University Learning goal:

- SG1, SK2, IS 3.1, 3.2, AK5
PLO #4. Graduates develop Individualized Education Programs (IEP), Individual Family Service Plans (IFSP), and Individualized Transition Plans (ITP) with educational team members to meet the unique needs of students with disabilities from diverse linguistic and cultural backgrounds as appropriate to their credential.

Aligns with University Learning goal:
- SG1, SK2, IS 3.1,3.2, AK5

PLO #5. Graduates align instruction with general education curricula and/or preschool foundations in the Individual Education Program, Individual Family Service Plan, and/or Individual Transition Plan as appropriate to their credential.

Aligns with University Learning goal:
- SG1, SK2, IS 3.1, AK5

PLO #6. Graduates integrate cultural and familial perspective into all aspects of instruction, including assessment and intervention.

Aligns with University Learning goal:
- SG1, SK2, IS 3.1,3.2, AK5

PLO #7. Graduates collaborate with general educators, parents, and relevant stakeholders.

Aligns with University Learning goal:
- SG1, SK2, IS 3.1,3.2, AK5

University Learning Goals

Social and Global Responsibilities (SGR1)
- An ability to consider the purpose and function of one’s degree program training within various local and/or global social contexts and to act intentionally, conscientiously, and ethically with attention to diversity and inclusion.

Specialized Knowledge (SK2)
- Depth of knowledge required for a degree, as appropriate to the discipline.

Intellectual Skills (IS3)
- Fluency with specific theories, assumptions, foundational knowledge, analytical and interpretive protocols, tools, and technologies appropriate to the discipline or field of study.
- Skills necessary for mastery of a discipline at a level appropriate to the degree and leading to lifelong learning, including critical and creative thinking and practice, effective communication, thorough and ethical information gathering and processing, competence with quantitative and/or qualitative methodologies, and productive engagement in collaborative activities.
- For undergraduate students in a baccalaureate program: an understanding of critical components of broad academic areas, including the arts, humanities, social sciences, quantitative reasoning, and sciences.

Integrative Knowledge and Skills (IKS4)
- Mastery in each step of an investigative, creative, or practical project (e.g., brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing, and communicating) with integration within and/or across disciplines.
- An ability to articulate the potential impacts of results or findings from a particular work or field in a societal context.
Applied Knowledge (AK5)

- An ability to apply theory, practice, and problem solving to new materials, settings, and problems.

**Required Texts/Readings**

There is no required text for this course. Readings will be posted on CANVAS

**Readings/Resources**


Other technology requirements / equipment / material
Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets.

Course Requirements and Assignments
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments
All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and printed on clean white paper.

1. Participation in Class and online activities- 100 points
Attend class and participate in the activities and discussion. There will be 10 assignments, each worth 10 points, including in-class quick-writes, classroom discussions, online discussions, reading reflections, and group projects. There will be no make-up for these activities if you are absent.
## Grading Rubric for Classroom Participation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction/participation in classroom discussions</td>
<td>always a willing participant, responds frequently to questions; routinely volunteers a point of view (25)</td>
</tr>
<tr>
<td></td>
<td>often a willing participant, responds occasionally to questions; occasionally volunteers a point of view (20)</td>
</tr>
<tr>
<td></td>
<td>rarely a willing participant, rarely able to respond to questions; rarely volunteers point of view (15)</td>
</tr>
<tr>
<td></td>
<td>never a willing participant, never able to respond to questions; never volunteers a point of view (14-0)</td>
</tr>
<tr>
<td>Interaction/participation in classroom learning activities</td>
<td>always an active participant in group activity; always acts appropriately during all role plays and discussions (25)</td>
</tr>
<tr>
<td></td>
<td>often an active participant in group activity; often acts appropriately during all role plays and discussions (20)</td>
</tr>
<tr>
<td></td>
<td>rarely an active participant in group activity; rarely acts appropriately during all role plays and discussions (15)</td>
</tr>
<tr>
<td></td>
<td>never an active participant in group activity; never acts appropriately during all role plays and discussions (14-0)</td>
</tr>
<tr>
<td>Demonstration of professional attitude and demeanor</td>
<td>always prepared (readings/homework/assignments) always arrives on time; demonstrates appropriate disposition toward people with disabilities (25)</td>
</tr>
<tr>
<td></td>
<td>often prepared (readings/homework/assignments); rarely arrives late; statements reveal slightly inappropriate disposition toward people with disabilities (20)</td>
</tr>
<tr>
<td></td>
<td>rarely prepared; occasionally arrives late; statements reveal moderately inappropriate disposition toward people with disabilities (15)</td>
</tr>
<tr>
<td></td>
<td>Never prepared; often arrives late; statements reveal significantly inappropriate disposition toward people with disabilities (14-0)</td>
</tr>
</tbody>
</table>

During each class session (except for the last class), points will be earned for participation in classroom activities, and 25 points for submitting in-class assignments
Total: 100 points

### 2. Presentation on one Evidence-based Instructional Strategy-100 points
Develop a 20- minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including examples showing how it can be used in context of a common-core standard.
### Grading Rubric for Evidence-based Instructional Strategy Presentation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Partially meets expectations</th>
<th>Meets expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-6</td>
<td>7-13</td>
<td>14-20</td>
</tr>
<tr>
<td>Demonstrates understanding of the Evidence-Based Strategy</td>
<td>Does not demonstrate understanding of the key concepts of the strategy</td>
<td>Demonstrates little, maybe inaccurate, understanding of the key concepts of the strategy</td>
<td>Demonstrates complete understanding of the key concepts of the strategy</td>
</tr>
<tr>
<td>Describes relevant research</td>
<td>Does not describe or cite any research relevant to the strategy</td>
<td>Describes or cites minimal research, or inaccurately, relevant to the strategy</td>
<td>Describes and cites at least 2 articles, accurately, and describes research on the strategy</td>
</tr>
<tr>
<td>Describes method, and evaluates strategy for use in classroom</td>
<td>Does not describe the method or list any pros or cons when using the strategy in the classroom</td>
<td>Sketchy description of the method and minimal evaluation of pros and cons of the strategy</td>
<td>Complete description of the method and thorough evaluation of the pros and cons of the strategy</td>
</tr>
<tr>
<td>Overall Style</td>
<td>Presentation does not flow well, layout is sloppy, images are not appropriate to the topic, many spelling or grammatical errors</td>
<td>Presentation flows in parts, layout is slightly pleasing, images somewhat appropriate to the topic, few spelling or grammatical errors</td>
<td>Presentation flows well and logically, layout is pleasing, images are appropriate, no spelling or grammatical errors</td>
</tr>
</tbody>
</table>

**3. Implementation of an Evidence-Based Practice with Reflection on Professional Growth- 150 points**

Select a student with extensive support needs, an IEP goal for the student, and an evidence-based practice to instruct the student toward the goal. Develop a systematic instruction plan, implement the plan, and monitor the student’s progress through regular data collection toward the goal. Weekly reflections and discussions with your classmates on your efforts, the success of your plan, and challenges are required.
## Rubric for Evidence-Based Practice with Reflection on Professional Growth

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations 0-16</th>
<th>Partially meets expectations 17-32</th>
<th>Meets expectations 33-50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing a systematic instruction plan</td>
<td>Systematic instruction plan is missing more than two of the following elements: content standards, behavioral objective, instructional context, instructional materials, instructional procedure, data collection procedure, prompt fading, maintenance and generalization</td>
<td>Systematic instruction plan is missing up to two of the following elements: content standards, behavioral objective, instructional context, instructional materials, instructional procedure, data collection procedure, prompt fading, maintenance and generalization</td>
<td>Systematic instruction plan has all the following elements: content standards, behavioral objective, instructional context, instructional materials, instructional procedure, data collection procedure, prompt fading, maintenance and generalization</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Data collection procedure does not align well with the objective, is missing a table and/or a graph of progress for at least 4 weeks</td>
<td>Data collection procedure aligns with the objective, the table and graph of progress for at least 4 weeks that are difficult to read or understand</td>
<td>Data collection procedure aligns well with the objective, includes a table and a graph of progress for at least 4 weeks that is easily read and understood</td>
</tr>
<tr>
<td>Discussions</td>
<td>Postings are largely personal opinions or feelings, or &quot;I agree&quot; or &quot;Great idea,&quot; without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions.</td>
<td>Discussion postings sometimes contribute to ongoing conversations and questions posed by peers, and provide support and help as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.</td>
<td>Discussion postings display an understanding of the underlying concepts and always contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by any personal experience or related research.</td>
</tr>
</tbody>
</table>
4. Curriculum Development Project- 200 points
Develop 10 weeks of curriculum aligned with Common Core Standards. The curriculum must be modified from textbooks used in general education and include one lesson plan with evidence-based strategies for each week for teaching for both students with moderate and severe disabilities and culturally and linguistically diverse learners. The format for this project will be distributed in class, and you will be able to work with your group during class time on several occasions (see schedule). At the end of the class, your group will present your project to the whole class with a one-page handout that outlines the content.

Rubric for this assignment will be provided in class.

5. Transition Unit- 150 points
Develop a unit with a series of instructional materials that will prepare students for some aspect of transition. The unit deliverables are:
a. Functional Transition Goals being addressed
b. Five lesson plans on one specific concept that students will need for their transition.
c. Worksheets/sample activities that you may use (include icons, schedules, lists, worksheets, visuals that may be used in lessons)

Examples of skills: independent living skills, self-advocacy skills, life skills, career exploration, preparation for vocational program, self-portfolio etc.
Examples of units: work/jobs in the classroom for younger students, learning to ride the bus, getting ready/preparing for the next day, organizational skills, social skills for different settings, career exploration day for K-5 career exploration day for middle and high school.
## Rubric for Transition Unit

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Does not meet expectations</th>
<th>Partially meets expectations</th>
<th>Meets expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional Transition Goals</strong> (10 points)</td>
<td>Goals are not functional, not written in the correct IEP format</td>
<td>Goals are functional, the format is inaccurate and missing some elements</td>
<td>Goals are functional, the format is accurate and complete.</td>
</tr>
<tr>
<td><strong>Five Lesson Plans</strong> (20 points each) 100 points in total</td>
<td>Lesson plans are missing more than two elements, are not well thought out and do not use effective teaching strategies that maximize student understanding.</td>
<td>Lesson plans are missing up to two elements, are somewhat planned and use teaching strategies that may not maximize student understanding.</td>
<td>Lesson plans include all essential elements, are well planned and use effective teaching strategies that maximize student understanding.</td>
</tr>
<tr>
<td><strong>Worksheets/instructional material</strong> (40 points)</td>
<td>Does not include or includes age inappropriate or sloppily made worksheets or instructional material that are not based on evidence-based practices, difficult for students to understand and complete, lack differentiation for different skill levels or learning styles</td>
<td>Worksheets or instructional material are not age-appropriate, only partially based on evidence-based practice and are difficult for students to understand or complete, lack differentiation for different skill levels or learning styles</td>
<td>Worksheets or instructional material are well-made, age appropriate and based on evidence-based practices, easy for students to understand and complete, differentiated for different skill levels and learning styles</td>
</tr>
</tbody>
</table>
# Description of Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (%)</th>
<th>Description</th>
<th>Aligned TPEs</th>
<th>PLO/ CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom Participation</strong></td>
<td>100</td>
<td>▪ Class group activity: writing IEP goals and benchmarks&lt;br&gt;▪ Class activity: writing a task analysis for a functional skill&lt;br&gt;▪ Class group activity: developing a literacy unit in class&lt;br&gt;▪ Class group activity: Modifying Content Standards in Social Studies and Science&lt;br&gt;▪ Classroom Graffiti Activity and discussion: Functional Skills (Toileting, Dressing, Feeding)&lt;br&gt;▪ Online Discussion on self-determination&lt;br&gt;▪ IRIS module on Transition Planning&lt;br&gt;▪ Collaborating with Families (interview with a parent)&lt;br&gt;▪ Online discussion: Collaborating with Paraeducators&lt;br&gt;▪ Classroom discussion: conflict in IEP’s</td>
<td>EX 1.6, EX 2.12; 4.4 EX 3.1 EX 1.4 EX 4.4 EX 1.5; 4.7 EX 1.5; 4.7 EX 6.3</td>
<td>PLO 4; CLO 1&lt;br&gt; PLO 2; CLO 4&lt;br&gt; PLO 5; CLO 3&lt;br&gt; PLO 5; CLO 3&lt;br&gt; PLO 5; CLO 3&lt;br&gt; PLO 2; CLO 5&lt;br&gt; PLO 5; CLO 6&lt;br&gt; PLO 7; CLO 7&lt;br&gt; PLO 7; CLO 7&lt;br&gt; PLO 7; CLO 7</td>
</tr>
<tr>
<td><strong>Implementation of an Evidence-Based Practice with Reflection on Professional Growth</strong></td>
<td>150</td>
<td>▪ Select an IEP goal for a student with extensive support needs.&lt;br&gt;▪ Develop a systematic instruction plan to implement an evidence-based strategy for the goal.&lt;br&gt;▪ Present a system for monitoring progress as identified in the academic content standards and the IEP/ITP for a student(s)&lt;br&gt;▪ Create data sheets that are numbered and that correlate with the objectives.&lt;br&gt;▪ Graph the collected data&lt;br&gt;▪ Analyze the data and recommend changes in instructional strategy.&lt;br&gt;▪ Reflect weekly on your efforts, successes, and challenges</td>
<td>EX 1.6, EX 3.2 EX 1.9 EX 1.9 EX 1.9</td>
<td>PLO 3; CLO 2</td>
</tr>
</tbody>
</table>
| Evidence-Based Instructional Strategy Presentation | 100 (16.7%) | ▪ Develop a 20-minute presentation that explains one evidence-based strategy for classroom instruction  
▪ Include research, method, advantages and challenges in using the strategy  
▪ Give one example of how to use the strategy in creating a lesson plan in the context of a common-core standard | EX 4.4  
EX 4.4  
EX 4.4 | PLO 2; CLO 4 |
| Curriculum Development Project | 200 (33.3%) | ▪ Develop 10 weeks of curriculum aligned with Common Core Standards.  
▪ Include one lesson plan with evidence-based strategies for teaching English Language Learners.  
▪ Include one lesson plan with evidence-based strategies for teaching self-determination/self-advocacy to students with extensive support needs.  
▪ Include 8 other lesson plans with evidence-based strategies.  
▪ Present your project to the class with a one-page handout that outlines the content. | EX 3.1; 3.2  
EX 1.4  
EX 4.4; 3.2  
EX 3.1; 3.2 | PLO 5; CLO 3  
PLO 6; CLO 4 |
| Transition Unit | 150 (25%) | ▪ Develop functional transition goals to be addressed  
▪ Develop five lesson plans to meet the goals  
▪ Provide examples of age-appropriate worksheets/sample activities that you may use (include icons, schedules, lists, worksheets, visuals that may be used in lessons) | EX 1.6; 4.8  
EX 2.12; 3.1; 3.2; 4.4 | PLO 5; CLO 6 |

**Final Examination or Evaluation**
In place of a final examination, this course will include a final culminating project where students will present their curriculum development project to the class.

**Grading Information**

**Determination of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>576-600</td>
<td>96 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>558-575</td>
<td>93 to 95%</td>
</tr>
<tr>
<td>A-</td>
<td>540-557</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B+</td>
<td>516-539</td>
<td>86 to 89 %</td>
</tr>
<tr>
<td>B</td>
<td>498-515</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B-</td>
<td>480-497</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C+</td>
<td>456-479</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>438-455</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Percentage</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>C-</td>
<td>420-437</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D+</td>
<td>396-419</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>378-395</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D-</td>
<td>360-377</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>&gt;359</td>
<td>0 to 59%</td>
</tr>
</tbody>
</table>

**Classroom Protocol**

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones’ own. Everyone’s voice is valued and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

**University Policies (Required)**

Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)” Make sure to review these university policies and resources with students.

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90–5 at [http://www.sjsu.edu/senate/docs/S90-5.pdf](http://www.sjsu.edu/senate/docs/S90-5.pdf). More detailed information on a variety of related topics is available in the SJSU catalog, at [http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html](http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html). Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [http://www.sjsu.edu/provost/services/academic_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/). Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, [http://www.sjsu.edu/senate/docs/S12-7.pdf](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such
permission allows the recordings to be used for your private, study purposes only. The recordings are the
intellectual property of the instructor; you have not been given any rights to reproduce or distribute the
material.”

- It is suggested that the students contact the instructor for granting permission, whether in writing or
orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those
students or guests should be obtained as well.

• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared
publicly without his/her approval. You may not publicly share or upload instructor generated material for this
course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity
Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The
University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be
honest in all your academic course work. Faculty members are required to report all infractions to the office of
Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available
at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special
arrangements in case the building must be evacuated, please make an appointment with me as soon as possible,
or see me during office hours. Presidential Directive 97-03 at
http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities
requesting accommodations must register with the Accessible Education Center (AEC) at
http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students
wishing to observe religious holidays when such observances require students to be absent from class. It is the
responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at
the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor,
in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to
make every reasonable effort to honor the student request without penalty, and of the student to make up the

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/
located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.
Additional computer labs may be available in your department/college. Computers are also available in the
Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from
Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;
video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones,
projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop
their potential as independent learners while they learn to successfully navigate through their university
experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

Student Success Center

Study Space

Looking for a place to study - with coffee and snacks?! There are several locations across campus and here in Sweeney Hall:

**Student Success Center - Sweeney Hall (SH) 106**
Monday-Thursday 8:00am-6:00pm, Friday 8:00am-12:00pm

**Study and Collaboration (SAC) Room - SH 446**
Monday-Thursday 8:00am-7:00pm

Writing Support

The SJSU Writing Center provides several options for writing support. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers.

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to Assessment of Students with Moderate to Severe Disabilities, EDSE 206A, Fall, 2018 Page 10 of 13 become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**Workshops & Tutoring:** Clark Hall, Suite 126 visit sjsu.edu/writingcenter/ for schedule
**Tutoring:** SH 106, Wednesdays 11:00am-1:00pm and Thursdays 1:00pm-4:00pm

Workshops/Events

Dates and registration links on our website sjsu.edu/education/studentsuccesscenter/
Additional Online Resources

Visit linktr.ee/sjsulurie to connect with additional Lurie College online platforms to receive information about future announcements and opportunities.

January
- Transfer Orientation
- Weeks of Welcome
- All Programs - Open House

February
- Weeks of Welcome
- APA Style Refresher
- Mandated Reporting
- Time Management
- SJSU Cares
- Volunteer Fair
- All Programs - Open House
- CSUApply Lab

March
- APA Style Refresher
- Developing Your LinkedIn Profile (Career Center presentation)
- Time Management
- Lurie College Scholarships
- Stress Management
- All Programs - Open House
- CSUApply Lab
- Alumni Panel

April
- Mandated Reporting
- SJSU Cares
- Interview Skills (Career Center presentation)
- Stress Management
- All Programs - Open House
- CSUApply Lab

May
- Alumni Panel
- All Programs - Open House
- CSUApply Lab
To Be Determined
- District Administration Career Panel (collaboration with EdD)
- What Does a ..... Do? (collaboration with Paul Cascella)
- Exploring Graduate School (collaboration with Ellen Middaugh)
- Monthly Group Counseling Topics (collaboration with Kyoung-Mi Choi)
- CSET workshops - dependent on BTPS schedule

SJSU Counseling Services
The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

EDSE 213A / Curriculum, Instruction, and Transition, Spring 2020 Course Schedule

Please note that the schedule is subject to change and information will be posted on CANVAS. All readings for the following week will be posted on CANVAS.

Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</table>
| 1    | 1/29 | ● Course Introduction and Overview  
|      |      |   o Students will engage in a scavenger hunt finding items in the green sheet to become familiar with the syllabus and assignments  
|      |      | ● Introduction to Evidence-Based Strategy  
|      |      |   o Students will be introduced to evidence-based strategies for students with ESN and pick one strategy to research and present in class  
|      |      | ● Curriculum Development Project and Lesson Plan Template  
|      |      |   o Students will discuss the expectations and deliverables of the project, pick the grade level and subject for their project, and join into groups to collaborate with their peers on the project for the rest of the semester. |
| Online | 2/5 | • Standards-based IEP’s  
  o Students will complete the online module on Standard-based IEP’s and complete the assessment at the end of the module.  
  http://mast.ecu.edu/modules/siep/introduction/  
  o Students will become familiar with the principles of writing strength-based present levels and common core aligned goals.  
  o Students will share IEP goals and benchmark objectives in an online discussion.  
  • Student-led IEP’s  
  o Students will be introduced to self-determination of students with extensive support needs and how they can participate in their IEP process through readings and a narrated presentation  
  **Online Module:** [http://mast.ecu.edu/modules/siep/introduction](http://mast.ecu.edu/modules/siep/introduction)  
  **Readings:**  
  Browder, Spooner, and Jimenez Ch 3  
  Hawbaker: Student Led IEP Meetings |
|---|---|---|
| 3 | 2/12 | • Introduction to Evidence-based Strategies  
  o Students will be introduced to the concepts of systematic instruction including task analysis and prompting strategies  
  o Students will complete a task analysis on a skill and share it with their peers  
  • Discussion of Evidence-based strategies  
  o Students will become familiar with evidence-based strategies including self-directed learning, peer tutors, social stories, visual aids, and use of technology  
  • Curriculum Development Project  
  o Students will modify a general education text in class and check for the lexile level of their modification.  
  Homework due: Bring a general education textbook to class; submit the goals for the Professional Development Project; submit the data sheets for the goals you want to track  
  **Readings:**  
  Browder, Wood, and Thompson: Evidence-Based Practices for Students with Severe Disabilities  
  National Autism Center: Evidence-Based Practices and Autism in Schools  
  **Online module:** [https://iris.peabody.vanderbilt.edu/module/asd2/cresource/resources/p09/#content](https://iris.peabody.vanderbilt.edu/module/asd2/cresource/resources/p09/#content) |
| 4 | 2/19 | • Strategies for Culturally and Linguistically Diverse Students- Online Module  
  o Students will become familiar with general strategies for meeting literacy needs for all students including economically disadvantaged students, students with disabilities, and English language learners.  
  o Students will become familiar with methods including providing a secure environment, comprehensible input, and SDAIE to develop English language, both academic and social.  
  o Students will become familiar with a multicultural approach to teaching all students, collaborating with parents and other service providers to develop goals and lesson plans for students with extensive support needs.  
  • Culturally Relevant Pedagogy |
Students will develop a lesson plan based on principles of culturally relevant pedagogy after reading journal articles on the topic.

**Homework due:** Lesson plan using strategies for English Language Learners with extensive support needs

**Readings:**
- Gunnings Chapter 2
- Gay (2001)
- Moll & Gonzalez (2001)

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| ● | Teaching Literacy to Students with Extensive Support Needs  
  ○ Students will be introduced to the basic principles of the reading and writing process as it relates to students with ESN  
  ○ Students will be introduced to concepts in phonics, comprehension, organizing reading instruction in the classroom.  
  ○ Students will become familiar with functional reading, sight word reading and curricular ideas for teaching literacy.  
  ○ Students will become familiar with the adaptations and modifications for the writing process including assistive technology for students with ESN  
  ○ Students will develop a simple literacy unit by modifying general education reading materials, including use of assistive technology, using graphic organizers, and checking the lexile levels of text.  
| ● | Presentation of Evidence-based Strategies  
  ○ Students will make their presentations on the evidence-based strategies of their choice.  
| **Readings:**  
  Browder, Trela, and Jimenez (2008)  
  Browder, Mims, Spooner, Ahlgrim-Delzell, and Lee (2009)  
  Selections from Browder and Spooner (2006), *Teaching Language Arts, Math, and Science to Students with Significant Cognitive Disabilities*  
  Selections from Smith, DeMarco, and Worley (2009) *Literacy Beyond Picture Books: Teaching Secondary Students with Moderate to Severe Disabilities* |

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| ● | Teaching Math, Science, and Social Studies to ESN students  
  ○ Students will work in small groups to discuss research and evidence-based methods of teaching numbers and computation, geometry, graphing and data display, algebraic patterns and sequences for ESN students using common core content standards.  
  ○ Students will become familiar with evidence-based methods for teaching functional math skills including counting money, time, grocery shopping, and budgeting.  
  ○ Students will work in small groups to discuss research and evidence-based methods for teaching the scientific method, modifying content standards in physical science, earth science, life science, science and technology, health, and personal hygiene using common core content standards and the principles of Universal Design for Learning. |
Students will work in small groups to discuss the research and evidence-based strategies for modifying and teaching social studies using common core content standards and the principles of Universal Design for Learning.

- Presentation of Evidence-based Strategies
  - Students will make their presentations on the evidence-based strategies of their choice.

**Readings:**


Browder, Spooner, Ahlgrim-Delzell, Harris, and Wakeman (2008), *A Meta-Analysis on Teaching Mathematics to Students with Significant Cognitive Disabilities.*

Rivera and Baker (2013), *Teaching Students with Intellectual Disability to Solve for x.*


<table>
<thead>
<tr>
<th>7</th>
<th>3/11</th>
<th>Teaching Health, Community, Leisure, and Independent Living Skills</th>
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<tbody>
<tr>
<td></td>
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<td>After a lecture on teaching functional skills, students will complete a graffiti activity in class to show their understanding of using evidence-based strategies for teaching functional skills to students with ESN</td>
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<td>Students will become familiar with the research and methods for community-based instruction</td>
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<td>Presentation of Evidence-based Strategies</td>
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<tr>
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<td>Students will make their presentations on the evidence-based strategies of their choice.</td>
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**Website:**
https://transitionta.org (NTACT homepage)

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<tr>
<th>8 online</th>
<th>3/18</th>
<th>Teaching Communication, Social Skills, and Self-Determination</th>
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<tbody>
<tr>
<td></td>
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<td>Students will become familiar with evidence-based practices in teaching communication, including use of augmentative and alternative communication devices, PECs, visual aids, and use of technology.</td>
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<td>Students will become familiar with evidence-based practices in social skills instruction, including systematic instruction of social skills, social narratives, and embedding social skills instruction in classroom instruction</td>
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<td>Students will become familiar with teaching the components of self-determination to students with ESN</td>
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<td>Students will answer a module quiz online on readings</td>
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**Readings**
Selections from Westing, Fox, and Carter (2014) *Teaching Students with Severe Disabilities*

Selections from Browder and Spooner (2011) *Teaching Students with Moderate and Severe Disabilities*

- Implementation of Evidence-based Strategy
  - Students will develop and post their systematic instructional plan for use with a student in their class
<table>
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<tr>
<th>Date</th>
<th>Activity</th>
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</table>
| 9     | **Transition Planning- Assessment**  
|       | Students will work in pairs to become familiar with the IDEA language and laws on Transition Planning  
|       | Students will engage in groups discussing age-appropriate formal and informal measures of transition assessment.  
|       | **Website Resource:**  
|       | Implementation of Evidence-based Strategy  
|       | Students will develop and post their systematic instructional plan for use with a student in their class  
|       | Students will respond to the postings of their peers providing their feedback and ideas for their plans  
| 10    | **Online**  
|       | **Transition Planning- The ITP Process**  
|       | Students will participate through readings and online discussion, in learning the Individualized Transition Plan process, including the legal requirements for the high school transition, options for graduation, post-secondary objectives, indicator 13, self-determination and self-advocacy, and summary of performance.  
|       | Students will develop transition goals that are specific, measurable, attainable, realistic, and timely.  
|       | **Implementation of Evidence-based Strategy**  
|       | Students will post their progress with the systematic instructional plan with a student in their class  
|       | Students will respond to the postings of their peers providing their feedback and ideas for their plans  
|       | **Readings:**  
|       | Selections from Wehmeyer and Webb (2012), Handbook of Adolescent Transition Education for Youth with Disabilities  
| 11    | **Transition Planning- Evidence-Based Strategies for Instruction**  
|       | Students will engage in groups to discuss and develop evidence-based lesson plans for their Instructional Transition Unit  
|       | Students will engage in groups to discuss and develop data collection tools and worksheets for their Instructional Transition Unit  
|       | **Implementation of Evidence-based Strategy**  
|       | Students will post their progress with the systematic instructional plan with a student in their class  
|       | Students will respond to the postings of their peers providing their feedback and ideas for their plans  
|       | **Readings:**  
|       | Selections from Test (2012), Evidence-Based Instructional Strategies for Transition
| 12 | 4/22 | **Transition Planning**- IRIS Module on Transition  
| o Students will complete the IRIS module on Secondary Transition and upload the completed assessment to CANVAS  
| o Implementation of Evidence-based Strategy  
| o Students will post their progress with the systematic instructional plan with a student in their class  
| o Students will respond to the postings of their peers providing their feedback and ideas for their plans  
| **Readings:**  
| https://iris.peabody.vanderbilt.edu/module/tran/#content |
| 13 | 4/29 | **Classroom Management, Collaboration with Parents, Paraeducators and Service Providers**  
| o After reviewing the reading materials, students will in small groups, discuss and answer questions on solving problems with paraeducators in groups.  
| o After reviewing the reading materials, students will in small groups, develop appropriate tools to conduct an informational interview with parents, create an information packet to give to families about the IEP meetings, and include aspects of the families’ culture into classroom curriculum.  
| o Students will participate in a classroom discussion on classroom management, including physical layout of rooms, scheduling, managing paperwork, and organizing student work  
| o Students will discuss the pressing issues in their classrooms related to service coordination and brainstorm ideas for addressing them.  
| o Implementation of Evidence-based Strategy  
| o Students will post their progress with the systematic instructional plan with a student in their class  
| o Students will respond to the postings of their peers providing their feedback and ideas for their plans  
| **Readings:**  
| Friend and Cook (2017), Interactions, Chapter 9  
| Assignment Due: Instructional Transition Unit |
| 14 | 5/6 | **Dealing with Conflict in IEP meetings**  
| o After reviewing reading materials and completing a conflict management survey, students will discuss their approach to dealing with conflict at school including in IEP meetings, with general education teachers, administrators, and paraeducators and seek ways of collaborating, communicating, and problem solving to resolve conflict.  
| o Implementation of Evidence-based Strategy  
| o Students will post their progress with the systematic instructional plan with a student in their class  
| o Students will respond to the postings of their peers providing their feedback and ideas for their plans  
| **Readings:**  
| Friend and Cook, Interactions, Chapter 9  
| Assignment Due: Instructional Transition Unit |
| 15 | 5/13 | • Presentation of Final Project: Curriculum Development Unit  
  ○ *Students will present their curriculum development units to class, including providing a one-page handout to all students summarizing their unit and describing their lesson plans* |