

San José State University
Connie L. Lurie College of Education
Department of Special Education

**EDSE 192A: Including and Supporting Students with
Special Needs in General Education Classroom
Section 80, Course #21826, Spring 2016**

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Office Hours:	Tuesdays: 2:30pm-3:30pm or by appointment
Class Days/Time:	An online-based course with no campus meetings
Faculty Web Page:	http://www.sjsu.edu/faculty/chang
Course Web Site:	https://sjsu.instructure.com
Prerequisites:	Upper division standing or department & instructor consent

Course Description

The design of this course was informed by the sets of professional standards provided by the California Commission on Teaching Credentialing for professional preparation in teaching diverse populations of students in either an inclusive or mainstreaming educational setting. This course facilitates professional development among pre- and in-service teachers in the area of teaching students with disabilities in the general education environment. The course was designed to provide classroom accommodation and intervention strategies, including prior to referral for special education assessment and service, as well as basic policies and procedures regarding placement of and services for students with disabilities, either in special education or within an inclusive classroom. We work together to enable online participants to apply evidence-based strategies and make effective decisions, informed by multiple sets of assessment data, to meet the special learning as well as socioemotional needs of their students.

Knowledge Base:

The knowledge base for this course combines an understanding of laws, policies and procedures affecting students with special needs, as well as effective practices to support mainstreaming and inclusion. This course provides candidates with a familiarity regarding the range of high and low incidence disabilities, qualified as disabling conditions governed by the public law, Individuals with Disabilities Education and Improvement Act (IDEA) and a familiarity with those language learners and English speaking students who have no disabilities but learn differently. This course places importance on effective teaching to all learners in the general education classrooms, which includes research-based strategies for effective pedagogy, social and behavioral support, curricular and instructional accommodations, modifications and adaptations, as well as cultivating their productive habits of mind. The course presents options for designing effective instructional programs and evaluating student achievement as well as important information on engaging in joint productive activities with other professionals and advocates to assist individuals with special needs.

California Commission on Teacher Credentialing (CTC) Professional Standards (PS) and Teaching Performance Expectations (TPEs) Assigned by the Departments of Special Education, Elementary Education and Secondary Education:

The selections of assignments from the instructional modules reflect the California Requirements for professional preparation in teaching diverse populations of pupils in the mainstream. This course is required of each applicant for a clear multiple or single subject teaching credential, an administrative services credential, the preliminary Mild/Moderate, Deaf and Hard of Hearing and Moderate/Severe Education Specialist Instruction Credentials.

Department of Special Education's Professional Standards

Program Standard 2: Professional, Legal and Ethical Practices

Each program must provide instruction in the philosophy, history and legal requirements, and ethical practices of special education. This curriculum includes state and federal mandates, legal requirements for assessment, Individualized Family Service Program (IFSP), Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities. The program provides candidates information on laws and regulations as they pertain to promoting teacher behavior that is positive and self-regulatory as well as promoting safe educational environments. The program provides opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations

necessary to the provision of services to individuals with disabilities and their families.

Program Standard 3: Educating Diverse Learners

The program provides instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served. In addition, the program provides knowledge and application of pedagogical theories, development of academic language and principles/practices for English language usage leading to comprehensive literacy in English.

The program ensures each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities from diverse populations.

Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning

The program provides candidates opportunities to demonstrate the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.

Department of Secondary Education's TPEs

TPE 3: Interpretation and Use of Assessments

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work.

They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their

families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

TPE 6: Developmentally Appropriate Teaching Practices

Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3, 4-8, and 9- 12. 1

TPE 6A: Developmentally Appropriate Practices in Grades K-3

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them. Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

TPE 6B: Developmentally Appropriate Practices in Grades 4-8

During teaching assignments in Grades 4-8, candidates for a Teaching Credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

1 TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to supplement and not replace the broader range of pedagogical skills and abilities described in the TPEs

During teaching assignments in Grades 9-12, candidates for a Single Subject Teaching

Credentialed teachers establish intellectually challenging academic expectations and provide opportunities for students to develop advanced thinking and problem-solving skills. They frequently communicate course goals, requirements, and grading criteria to students and families. They help students to understand connections between the curriculum and life beyond high school, and they communicate the consequences of academic choices in terms of future career, school and life options. Candidates support students in assuming increasing responsibility for learning, and encourage behaviors important for work such as being on time and completing assignments. They understand adolescence as a period of intense social peer pressure to conform, and they support signs of students' individuality while being sensitive to what being "different" means for high school students.

TPE 8: Learning about Students

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

TPE 9: Instructional Planning

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

TPE 12: Professional, Legal, and Ethical Obligations

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

Department of Elementary Education's SB 2042 Multiple and Single Subject Preliminary Program Standards:

Standard 9: Equity, Diversity and Access to the Curriculum for All Children

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students.

Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.

Candidates study and discuss the historical and cultural traditions of the cultural and ethnic groups in California society, and examine effective ways to include cultural traditions and community values and resources in the instructional program of a classroom.

Candidates develop the ability to recognize and eliminate bias in order to create an equitable classroom community that contributes to the physical, social, emotional, and intellectual safety of all students. The program includes a series of planned experiences

in which candidates learn to identify, analyze, and minimize personal and institutional bias.

Candidates have the opportunity to systematically examine his/her stated and implied beliefs, attitudes and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are provided multiple opportunities to learn how personal, family, school, community, and environmental factors are related to students' academic, physical, emotional, and social well-being. Candidates have knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.

Candidates have knowledge of major laws and principles that address student rights and parent rights pertaining to student placements. Candidates learn about the effects of student health, safety, and accident prevention on student learning. Candidates study the legal responsibilities of teachers related to student health, safety, and the reporting requirements relating to child abuse and neglect.

Candidates have opportunities to learn and practice effective strategies and techniques for crisis prevention, conflict management, and resolution in ways that contribute to respectful, effective learning environments, including recognizing and defusing situations that may lead to student conflict or violence.

Candidates understand the effects of family involvement on teaching, learning and academic achievement, and candidates learn and apply skills for communicating and working constructively with students, their families and community members.

Candidates understand when and how to access site-based and community resources and agencies, in order to provide integrated support to meet the individual needs of each student, including social, health, educational, language services, and other resources.

Candidates learn how decisions and common behaviors of children and adolescents can enhance or compromise their health and safety. Candidates learn common chronic and communicable diseases of children and adolescents, and how to make referrals when these diseases are recognizable at school. Candidates learn effective strategies for encouraging the healthy nutrition of children and youth.

Candidates have knowledge and understanding of the physiological and sociological effects of alcohol, narcotics, drugs and tobacco and of ways to identify, refer, and support students and their families who may be at risk of physical, psychological, emotional or social health problems.

Candidates complete infant, child and adult cardiopulmonary resuscitation (CPR) certification that meets the criteria of the American Heart Association or the American Red Cross.

Standard 13: Preparation to Teach Special Populations (Students with Special Needs) in the General Education Classroom

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates demonstrate a basic level of knowledge and skills in: a) assessing the learning and language abilities of students in order to identify those needing referral for assessment, identification of disabilities and eligibility for special education, Section 504 services, or gifted and talented education programs; b) providing appropriate differentiated instruction that ensures all students access to the core curriculum; c) selecting and using appropriate instructional materials and technologies, including assistive technologies, to meet the needs of students with special needs in the general education classroom; and d) identifying when and how to address social integration needs of students with disabilities who are included in the general education classroom.

Candidates develop the basic knowledge, skills, strategies, and strengths-based approach for teaching the full range of students in the general education classroom, including all categories of special populations such as students with disabilities, students on behavior plans, and gifted and talented students.

Candidates learn about the role of the general education teacher in identifying and teaching students with special needs, as well as relevant state and federal laws pertaining to the education of exceptional populations and the general education teacher's role and responsibilities in developing and implementing tiered interventions.

Candidates demonstrate skills in creating a positive, inclusive climate of instruction for all students with special needs in the general classroom. They will also demonstrate skill in collaborative planning and instruction with education specialists and other school professionals.

Course Objectives

The content of EDSE 192A is relevant for all teaching credential candidates in California. The following course objectives are guided by the relevant CCTC professional standards, TPEs, and SB 2042 listed above. Upon completing this course, online participants will demonstrate their knowledge, skills and abilities related to:

1. interpretation, explanation, reflection and empathy regarding the state and federal laws, regulations, mandates, and legal requirements that pertain to promoting teacher behavior that is positive and self-regulatory to (a) gain awareness of their own personal values and biases to the extent not to affect the teaching and learning of their students, (b) promote safe educational environments, and (c) gain knowledge and strategies to take responsibility for student academic learning outcomes;
2. explanation, interpretation empathy, and reflection regarding the equity and diversity, such as differences in culture/cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression as well as students'

multiple abilities and high-/low-incidence disabilities among individual learners served in a variety of educational settings in order for them to gain access to the core curriculum;

3. explanation, interpretation, broadening perspectives and empathy regarding the characteristics of effective team member and case manager for the Individualized Education Program (IEP)/transition planning process, which are from pre-referral interventions programs, such as Response to Intervention (RTI) and Student Study Team (SST) to follow the Public Law Individuals with Disabilities Education and Improvement Act (IDEA) of 2004 regarding (a) special education assessment and (b) the development of IEP goals and specially-designed instruction to support students with IEP's access to the core curriculum; and
4. explanation, interpretation, application and reflection regarding the development, implementation, adaptation, accommodation, modification, and evaluation of a variety of evidence-based pedagogical approaches, provided by the IRIS Center's online modules and guided by the 7-Step INCLUDE Strategy provided by the authors of our required textbook. It is also applicable to make appropriate classroom accommodations for as well as to differentiate classroom instruction and assessment for a wide range of learners with an equitable access to the content and experiences found in the state-approved core curriculum in a variety of educational environments. These learners include those with IEP, with special needs other than disabilities, and the English learners who need teachers/school's support to fully benefit from their schooling.

Required Texts/Readings

Textbook

Friend, M. and Bursuck, W. D. (2016). *Including students with special needs: A practical guide for classroom teachers (7th edition)*. Columbus, OH: Pearson (e-textbook ISBN 9780133744002)

Other Readings

Specific readings and online modules are listed within the directions for each of the online seminars provided in SJSU's Canvas course site.

Websites Required for This Online Course:

1. <https://sjsu.instructure.com>

This is SJSU's Learning Management System, and it is required for participating in this online course. You will find other selected references, web sites and the directions of the orientation assignments and seven online seminars in this website.

2. http://www.sjsu.edu/at/ec/canvas/student_resources/index.html:
Canvas Student Resources

3. <http://iris.peabody.vanderbilt.edu/implementation/faculty/how-to/>

This site is funded by the U.S. Department of Education regarding special education resources for inclusion, scientifically validated and evidence-based instructional strategies. In order to view video clips, please download necessary software suggested the web site; The IRIS Center provides transcripts for the videos as well.

4. <http://iris.peabody.vanderbilt.edu/glossary/>

This site guides everyone to search for definitions regarding terms and glossaries used in the field of special education.

5. <http://libguides.sjsu.edu/content.php?pid=73151>

This site guides online students to use resources provided by the Dr. Martin Luther King, Jr. Library.

6. <https://itunesu.itunes.apple.com>

An iTunes U course is designed and included in this online course to provide everyone with a complete set of materials, resources and examples of the 7-Step I.N.C.L.U.D.E. Strategy as well as to enhance the use of universal design for learning (UDL). You can access such specific course content via iPad, iPhone, iMac, Mac as well as PC computers.

Online Classroom Protocol

About Required Course Materials: You are responsible to access the course materials, such as course syllabus, required textbook, assigned websites, and directions for orientation assignments and learning activities within the seven online seminars.

About Reading Course Related Messages and Comments: You are required to check messages related to this online course through various messaging systems, such as MySJSU, Canvas' inbox email, Announcements and comments posted on the Canvas Discussion boards and Grades, etc. Hence, it is important to connect your frequently used email address with Canvas course related messaging systems while you are taking this online course.

About Penalty: There is a penalty for late submissions of the online coursework, which is deducting "four points per day counting the due date and each day after the due date". It is important to plan, download directions early and mark each of the due dates on your calendar. Most of all, everyone is to be courteous and professional whenever engaging in online activities. If you have any question regarding this online you need to contact the instructor early.

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](http://info.sjsu.edu/static/catalog/policies.html) section at <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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is

available at <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](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Assignments and Grading Policy

[Academic Policy S12-3](http://www.sjsu.edu/senate/S12-3.htm) at <http://www.sjsu.edu/senate/S12-3.htm> has defined expected student workload as follows:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/ studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Specific Course Assignments

Seven Online Seminars (400 Points)

Each online seminar starts on a Thursday and ends on the Wednesday of the third week by midnight to provide you with two weekends to complete the online learning activities, except Online Seminar 7. However, please download the directions from Canvas’s Modules EARLY because there are multiple learning activities per online seminar. It is important to mark the due dates on your calendar and pace yourself to work through multiple learning activities within the due dates in meaningful ways. Please read about the penalty for late submission of online learning activities under “Online Classroom Protocol” stated above. It is also important to read about “Communication & Netiquette” under Module 1 in Canvas in order to build an effective online community as well as demonstrate your professionalism and dispositions.

There are two sets of Tables 1 and 2 in this syllabus. You will see Tables 1.a.- 1.b. below and Table 2 at the end of the course syllabus.

Table 1.a.: Course schedules, points and numbers of the course objectives for Online Seminars 1 through 4.

Seminars & Points	1 (70 points)	2 (60 points)	3 (60 points)	4 (60 points)
Course Objectives	1 & 2	2 & 3	1, 2 & 3	3 & 4
Beginning Date: Thursdays	January 28, 2016	February 11, 2016	February 25, 2016	March 10, 2016
Ending Date Wednesdays	February 10, 2016	February 24, 2016	March 9, 2016	March 23, 2016

Table 1.b.: Course schedules, points and numbers of the course objectives for Online Seminars 5 through 7.

Seminars & Points	5 (50 points)	6 (50 points)	7 (50 points)
Beginning Date: Thursdays	March 24, 2016	April 14, 2016	May 5, 2016
Ending Date: Wednesdays	April 13, 2016 Spring Break March 28-April 1	May 4, 2016	May 18, 2016

To facilitate independent learning and peer interactions, each Learning Activity within an online seminar is written in the format of a “Task Card”. You will find the purpose, objectives for the learning activity, materials, step-by-step directions and an Assessment Checklist to guide your online performance. The directions start with an action word to focus your attention on the required actions in a sequential order to complete the task(s).

Course Grading

Each participant’s grade is based on a point system, not on the percentage. See the following chart for specific grade and point distributions. Total points possible: *400 points*

Please note: In general, B- is the passing grade for the teaching credential programs; otherwise, you will likely be asked to retake EDSE 192A.

	A = 385-400	A- = 369-384
B+ = 348-368	B = 327-347	B- = 306-326
C+ = 285-305	C = 264-284	C- = 243-263
	D = 222-242	
	F = Below 221 Unsatisfactory	

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University’s Academic Integrity policy S07-2](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec/) (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) 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](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

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 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.)

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>.

Other Student Services at SJSU

Crisis Assessment and Intervention Team (CAIT) Coordinator, Monica.Garcia@sjsu.edu

[Student Health Center](#): (408) 924-6120, <http://www.sjsu.edu/studenthealth/>

Communication and Netiquette

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

- **What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."
- **Identify yourself by your real name.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.
- **Write in the first person** (this is your opinion).
- **Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

- **Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.
- **Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.
- **Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.
- **Remember, This Course is Online.** Your instructor and fellow students may be located in different places or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.
- **Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.
- **Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

Adopted from CSU Quality Online Learning and Teaching.

Table 2: A Glance of Topics of the Seven Online Seminars

Online Seminars	Topics and Resources
Seminar 1	Self-Introduction, Orientations, People First Language, Perception of Disability, and Cycle of Success
Seminar 2	Online Simulations on Attention Challenges, the Public Law: Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and Universal Design for Learning (UDL) (You will need to use the required Textbook starting this seminar.)
Seminar 3	IDEA-based Individualized Education Plan (IEP), Planning Instruction, Classroom Organizations, and the 7-Step I.N.C.L.U.D.E. Strategy (1)
Seminar 4	Learner Characteristics and the 7-Step I.N.C.L.U.D.E. Strategy (2)
Seminar 5	Learner Characteristics, Differentiated Instruction, and the 7-Step I.N.C.L.U.D.E. Strategy (3)
Seminar 6	Evaluating Student Learning, the 7-Step I.N.C.L.U.D.E. Strategy (4), and Section 504 Plan & Services,
Seminar 7	Response to Intervention (RTI), and Hands-on Exercises on Scaffolding Learner Performance

Have a great semester!