

**CALIFORNIA STATE UNIVERSITY, FULLERTON**  
**College of Education**  
**Department of Special Education**  
**SPED 532: Seminar in Mild/Moderate Support Needs**  
**Spring 2023**

**COMMON SYLLABI ELEMENTS**

The information that can be found below is specific to this course. In an effort to streamline important college wide information, we have created a website that houses all common syllabi elements. Students are strongly encouraged to visit the [COE website](#) to ensure they are aware of their rights as well as having access to college wide information, university resources, policies and required syllabi elements.

**Day and Time:** Online and Asynchronous

**Instructor:** Tiffany Row, Ph.D.

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**Office hours:** Mondays 1-4pm

**Technical support:**

- Student Help Desk (657) 278-8888
- [StudentITHelpDesk@fullerton.edu](mailto:StudentITHelpDesk@fullerton.edu)
- [Student IT Help Desk Website](#)
- Chat with IT: Log into: [CSUF Portal](#) and Click *Online IT Help* Click on *Live Chat*

**PROGRAM SPECIFIC OUTCOMES**

1. Given a classroom of students with mild to moderate support needs, the candidate is able to evaluate, plan for, design, develop and modify research-based curriculum and methodology using their data to make informed decisions.
2. The candidate is able to organize, summarize, analyze, and implement research in at least one of the following areas as it pertains to students with mild/moderate support needs: positive behavior support, curriculum and methodology, transition research and vocational education planning, inclusive practice, assistive technology, socialization, and additional quality of life issues.
3. The candidate is able to promote and develop the process of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning by demonstration of the following skills: using and evaluating research to inform practice, identifying possible solutions to challenges in the field, developing an action research plan, using data to improve practice, and reflecting on practices via the action research process
4. As a member of a school program, the candidate is able to collaborate and effectively communicate with all colleagues at any level in general and special education to evaluate, plan for, design, develop and modify research-based curriculum and methodology.
5. The candidate recognizes the family or significant others (caregivers) as priorities in the educational planning and advocacy of their students.
6. As a member of a school program, the candidate demonstrates a philosophy of inclusion by ensuring to the extent possible that each of his or her students with

mild/moderate support needs is educated in classrooms and the community with their non-disabled peers.

### **COURSE DESCRIPTION**

For Master's Candidates: Analysis of selected issues with major emphasis on independent investigation into the contributions of contemporary theory and research and the review of the emerging trends in special education. Candidates will be responsible for knowledge of current research based best practices, both methodology and curricula, for individuals with disabilities.

For Induction Candidates: Activities in this course support candidate job-embedded development and growth in the profession by building on the knowledge and skills gained during their preliminary program to meet the California Standards for the Teaching Profession.

### **COURSE PREREQUISITES/COREQUISITES**

Master's prerequisite: SPED 501

Induction prerequisite: Preliminary credential

NOTE: This course cannot be taken concurrently with other Induction courses.

### **STUDENT LEARNING GOALS AND RELATED OBJECTIVES**

At the completion of this course, Master's candidates will be able to demonstrate comprehension of:

1. The theoretical constructs relating to disabilities.
2. The various definitions of various disabilities.
3. The theoretical and operational components of a "process deficit
4. Specific historic variables involved in the emergence of the field of learning disabilities.
5. The theoretical and operational components of the "discrepancy model."
6. The general functioning of the central nervous system as it relates to disabilities.
7. The construct of "attention deficit disorders" as it relates to the construct of disabilities.
8. The pharmacological intervention issues related to disabilities.
9. The philosophical implications of remedial and compensatory aspects of disabilities.
10. The strengths and weaknesses of the various treatment models for individuals with disabilities.
11. The dynamic components of multicultural assessment and intervention.
12. The role of "self-determination" in the development of individuals with disabilities.
13. Self-mediation and metacognitive strategies for individuals with disabilities.
14. The interactive effects of society, schools, and families on individuals with mild/moderate disabilities.
15. The role of the family in the comprehensive education of individuals with disabilities.
16. Future issues and trends related to disabilities.

### **NATIONAL STANDARDS ALIGNMENT**

See Student Learning Goals and Related Objectives

**REQUIRED TEXTS**

Master's Candidates: Bruce and Pine (2010). Action Research in Special Education.  
 Induction-only Candidates: none

**OTHER REQUIRED MATERIALS**

None.

**RECOMMENDED MATERIALS**

Current APA Manual

**COURSE COMMUNICATION AND RESPONSE TIME**

All course announcements and individual email are sent through Canvas, which only uses CSUF email accounts. Therefore, you **MUST** check your CSUF email on a regular basis (several times a week) for the duration of the course.

Instructor is online M-F, and intermittently on the weekend for urgent matters. Instructor will respond to emails within 48 hours, but typically much sooner. You may email the instructor at [trow@fullerton.edu](mailto:trow@fullerton.edu) or through Canvas.

In contacting the instructor, please include "SPED 532" in the subject line of all emails about this course. Emails are a professional form of communication and it is common courtesy to address the recipient of the email and to close with your name.

**EMERGENCY COMMUNICATION**

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information.

**GRADING POLICY AND GRADING STANDARDS FOR THE COURSE***Master's Only*

Grade:	Percentage Range:	Points:
A	100%-90%	200-180
B	89%-80%	179-160
C	79%-70%	159-140
D	69%-60%	139-120
F	59% and below	119-0

Plus/minus system will not be used in this course.

*Induction Only*

Grade:	Percentage Range	Points:
A	100%-90%	100-90
B	89%-80%	80-89
C	79%-70%	70-79
D	69%-60%	60-69
F	59% or below	59 or below

Master's Candidates will receive a pass/no pass on Induction-based submissions and will continue to follow the Master's grading scale. A no-pass on induction submissions will require revision and resubmission in order to progress in the induction program.

Participation will be assessed and graded through assignments, discussion logs, and activity completion.

Module Assignments are due by midnight each Saturday and Sunday for discussion-based activities, and by Sunday for activities that do not include peer discussion.

### **ATTENDANCE/PARTICIPATION**

This course is asynchronous. Your participation will be tracked by your assignment completion, including discussion forums and all other assignments.

### **EXTRA CREDIT OPTIONS**

Extra Credit is offered for attending CSUF-sponsored professional development and events related to teaching. Check Canvas for current opportunities.

### **LATE ASSIGNMENTS AND COURSE DEADLINES**

- Late work on smaller, weekly assignments and module work will not be accepted, regardless of circumstance. These assignments are weighted such that you can miss one or two throughout the semester and still receive a high grade. Therefore, if you are sick one week or something comes up and you cannot complete the work, you will just have to miss those points. If you are completing your work in advance of the due date rather than at the last minute, you will increase your chances of having everything completed even when something unexpected happens.
- Late work on larger assignments will be accepted up to one week late for a 30% point deduction.
- If you have experienced special and unusual circumstances, such as an accident or serious illness, please contact me via email as soon as possible so that we can work together to construct a plan for your success.

## MASTER'S ASSIGNMENT DESCRIPTIONS

1. **Discussion Forums:** **12 Postings x 5 pts each = 60 Points**

All students are expected to engage in active, regular, and ongoing discussion and critical analysis of all the course topics, related chapter assignments, and assigned readings. Given that this is a web-only class with no face-to-face requirements, your learning and engagement will be evaluated by your on-line participation (in addition to the additional assignments listed below). Your original response is due Saturdays by midnight, and your reply to at least 2 peers is due Sunday by midnight.

2. **Literature Outline** **40 Points**

This assignment will help you organize information from 10 articles you will collect on a chosen topic (step-by-step directions for collecting articles will be provided). Organizing the literature is an important step toward being able to utilize it in research and practice.

3. **Action Research Plan** **100 Points**

This assignment will help you learn to use the research from 10 articles that you have collected and prepare an Action Research Plan you can implement in your classroom in order to test out a new program or teaching strategy, for your own knowledge and/or for your Master's project. Specific directions will be provided.

## INDUCTION ASSIGNMENT DESCRIPTIONS

4. **Induction Partnership Agreement** **Credit/No Credit**

This assignment is a signed document that you will take to your school site and meet with your mentor teacher and administrator for signatures.

5. **Individual Learning Plan (ILP)** **100 pts (25 pts per submission)**

This assignment is required of all candidates taking this course to earn their clear credential. You begin the ILP in this course, submitting the required parts 4 times throughout the semester. You will work collaboratively with a mentor teacher at your school site to complete the ILP. You will continue working on the ILP alongside your mentor teacher throughout the duration of the induction program, culminating in SPED 533 (taken in your last semester of the induction program). Detailed instructions posted on Canvas.

## ALTERNATE PROCEDURE FOR SUBMITTING WORK

In the event that Canvas is experiencing technical problems, you may submit your work to the instructor via email.

## SYNCHRONOUS/ASYNCHRONOUS/HYBRID INSTRUCTION

W = Web, Fully Online

**WITHDRAWALS**

Withdrawals are only granted for SERIOUS and COMPELLING reasons per university policy.

**REQUESTING AN INCOMPLETE**

Similar to withdrawals, a grade of Incomplete is granted for SERIOUS and COMPELLING reasons only. In addition to this, you must have a passing grade in the class at the time of your requesting. An Incomplete does not affect your GPA, but you must complete the rest of the work from the course and get a passing grade within one year or the Incomplete grade will automatically get changed to an "F" by the university. However if you do successfully complete the rest of the course requirements within a year, your grade gets changed to a passing grade. Keep this in mind: statistically, the majority of people who take an Incomplete never end up completing the work.

## TENTATIVE SCHEDULE

*Module Assignments are due by midnight each Saturday and Sunday for discussion-based activities, and by Sunday for activities that do not include peer discussion. Below, only Sunday due dates are listed, so be sure to pay close attention to Canvas for additional Saturday due dates.*

**All Induction Candidates:** Induction submissions are **highlighted in yellow below**.

**Induction-Only Candidates:** You are only required to complete ILP submissions. Modules serve as optional professional development opportunities for you as related to your ILP goals.

### Module 1: Due 1/29

Topic(s): Intro to the course

Readings: Posted online

Assignments: Module 1 Forum

### Module 2: Due 2/5

Topic(s): Introduction to Action Research

Readings: Bruce and Pine text, Chapter 1

Assignments: Module 2 Forum

### Module 3: Due 2/12

Topic(s): Choosing Your Topic, Searching the Literature

Readings: Bruce and Pine text, Chapter 2

Assignments: Module 3 Forum

**Induction Partnership Agreement Due**

Module 4: Due 2/19

Topic(s): Evaluating the Research, Developing a Literature Outline

Readings: Posted online

Assignments: Module 4 Forum, CSUF Induction Partnership Agreement (for Clear/Induction Candidates)

Module 5: Due 2/26

Topic(s): Identifying gaps and future directions in research

Readings: Posted online

Assignments: Module 5 Forum

Week of 3/5

Topic(s): Literature Outline

Readings: None

Assignments: None – use this week to work on your Literature Outline  
OPTIONAL: Turn in a draft to me of your Literature Outline for feedback before at least week before it's due (does not need to be finished, you may send me whatever you have at the time)

**Induction ILP Submission #1 Due**Week of 3/12

Topic(s): Literature Outline

Readings: None

Assignments: Literature Outline



Module 6: Due 3/19

Topic(s): ADHD (mild/mod) and Infusing Core Content (mod/severe)

Readings: Posted online

Assignments: Module 6 Forum

**Induction ILP Submission #2 Due**

Module 7: Due 3/26

Topic(s): Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities

Readings: Posted online

Assignments: Module 7 Assignment

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**Spring Break March 27-31**

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Module 8: Due 4/9

Topic(s): Co-teaching Issues

Readings: Posted online

Assignments: Module 8 Forum

Module 9: Due 4/16

Topic(s): More on Action Research

Readings: Bruce and Pine text, Chapter 3 and choose a study from Part II

Assignments: Module 9 Forum

**Induction ILP Submission #3 Due**

Module 10: Due 4/23

Topic(s): Emotional Disabilities (mild/mod) and Assistive Technology (mod/severe)

Readings: Posted online

Assignments: Module 10 Forum

Module 11: Due 5/7

Topic(s): Identifying Disability (mild/mod) and Transition (mod/severe)

Readings: Posted online

Assignments: Module 11 Forum

OPTIONAL: Send me an early draft of your Action Research Plan for feedback via email.

Module 12: Due 5/14

Due: Action Research Plan

**Induction ILP Submission #4 Due**