



Vision:

Equity & Excellence in Education

Mission:

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

EDSP 480

Fall 2021

Advanced Studies in Education & Counseling – Education Specialist Program

Mondays - Zoom @ 4:00 pm unless otherwise stated

Course Information

Instructor: Susan Leonard-Giesen, Ed.D.	Email: susan.leonard-giesen@csulb.edu
Virtual Office Hours Days/Times: Monday 1:30-3:30 PM Tuesdays 12:00-1:00 PM And by appointment	Please see below for links to weekly office hours These are also posted on BeachBoard.
Class Days/Times: Mondays 4:00 pm unless stated otherwise	Class Zoom Link:

Zoom Link for Monday Office Hours:

<https://csulb.zoom.us/j/81422503304?pwd=S1E2aE11aW9rZTNlciJnTGRSLzdxUT09>

Zoom Link for Tuesday Office Hours:

<https://csulb.zoom.us/j/83691657942?pwd=Q0QwQkNHbnJlYXJlJTJlTTFQSEN3NzZ4QT09>

Catalog Course Description

Philosophical and historical foundations of special education in a diverse society. Discussion of educational theories, legal mandates, and models for serving students with special needs in inclusive educational settings, with particular focus on students who are culturally and linguistically diverse. Letter grade only. Mode: Synchronous & Asynchronous

Course Student Learning Outcomes and Goals

Course Objectives: Upon successful completion of the course, students will:

1. Demonstrate familiarity with the goals and requirements for the Education Specialist Credential Program including beginning to compile their Education Specialist portfolio.
2. Examine the works of major general, bilingual/bicultural and special educational theorists and evaluate the use of their practices with students of diverse gender, culture, language, ability, and life experiences. (CTC Program Standard 2)
3. Communicate one's personal philosophy of special education including its relationship to bilingual education and general education.
4. Demonstrate knowledge of relevant laws, mandates, and regulations regarding equity in special education (CTC Program Standard 2)
5. Demonstrate knowledge of the ways in which historic development and legal decisions in special education/bilingual/bicultural education have affected individuals with varying abilities and diverse backgrounds and their families. (CTC Program Standard 2)
6. Examine historical, legal, social, political, and economic perspectives regarding the role of general education, bilingual/bicultural education, and special education in inclusive models of education in society. (CTC Program Standard 2)
7. Write IEP *present levels of performance* and IEP goals and objectives based on content standards and following all legal requirements of the IEP process. (CTC Program Standard 8)
8. Discuss methods for measuring student progress toward meeting IEP goals and objectives. (CTC Program Standard 8)
9. Demonstrate knowledge of the rights and responsibilities of parents, students, teachers, and schools as they relate to individuals with diverse needs. (CTC Program Standard 8)
10. Demonstrate knowledge of case management practices and strategies (CTC Mild/Moderate Standard 6 & Moderate/Severe Standard 8)

Teacher Performance Expectations (TPEs) Addressed in this Course:

Engaging and Supporting Student in Learning – TPE 4: Making Content Assessable

Creating and Maintaining Effective Environments for Student Learning – TPE 10: Instructional Planning

Developing as a Professional Educator – TPE 12: Professional, legal and Ethical Obligations

TPE 13: Professional Growth.

Required Texts/Course Materials:

Causton, J., & Tracy-Bronson, C. P. (2015). *The educator's handbook for inclusive school practices*. Baltimore, MD: Paul H. Brookes Publishing Co.

Rothstein, L., & Johnson, S. F. (2021). *Special Education Law (6th Ed.)*. Sage Publishing.

Additional Course Readings are posted on Beachboard. *

Mode of Delivery and Technical Requirements

This course is conducted entirely through Alternative Modes of Instruction (AMI), using both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should *email me as soon as possible* to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID

password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#).

Documents in this course will be available to you mainly in Word and PowerPoint or Google slides. However, some of the documents in this course will be available to you in PDF form. If you do not have Adobe Acrobat Reader software on your computer, you can download it by going to <http://get.adobe.com/reader/>.

The university is expected to provide an in-person computer lab in the University Student Union during 2021-22 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. *The university will send communications directly to students regarding accessing these resources.*

Course Communication

We will use BeachBoard for announcements, to communicate information, post assignments and corresponding due dates, and discuss course-related topics. It is suggested that you set your device to receive “notifications” when items are posted to BB. Please note: It is the student’s responsibility to check BeachBoard a *minimum* of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a *minimum* of once per week to receive important communications about the course from the instructor or other enrolled students.

Program Information

Students should visit the Education Specialist Beachboard page on a regular basis. Department announcements and deadlines are posted. “Fieldwork Forms” can be found there. *Students must have a copy of the Education Specialist Competency Checklist and Portfolio Requirements for this class.*

Education Specialist: <http://www.ced.csulb.edu/special-education/fieldwork-forms>

Week	Topics	Assignment Due Dates/Deadlines
Week 1 Aug. 23 Zoom @ 4pm	<ul style="list-style-type: none"> • Introductions • Syllabus & Course Requirements • Introduction/Overview of course content <p>Lecture is posted under Content on BB for this week</p>	<p>Due Aug. 29, 11:59 PM</p> <p>Reading: Snow (2009)* (on BB)</p> <p>View video on Disability Identity https://www.youtube.com/watch?v=SMKKze48Qbo</p> <p>Assignment: <u>Introduction Video</u> (submit to “Discussion”) with 3 comments to peers’ videos</p>
Week 2 Aug. 30 LA5-153	<ul style="list-style-type: none"> • Making a Difference: Advocacy principles and Resilience principles • Program overview and portfolio development; Introduce Competency Check List <p>Lecture is posted under Content on BB for this week</p>	<p>Due Sept. 5, 11:59 PM</p> <p>Quiz #1 – People first language – on BB under “Quizzes”</p> <p>Readings:</p> <ul style="list-style-type: none"> • Whitby, Marx, McIntire, & Wienke (2013) • Causton & Tracy-Bronson: Ch. 4 –<i>Rethinking Students: Presuming Competency</i> <p>Assignments: <u>Discussion Board #1</u>: Presume Competence</p> <p><u>IRIS Center Activity #1</u>: Attitudes about Disability</p>
Week 3 Sept. 6	<p><u>LABOR DAY – NO CLASS MEETING</u></p>	<p>No new assignments – work ahead? ☺</p>
Week 4 Sept. 13 Zoom @ 4pm	<ul style="list-style-type: none"> • Special Education Laws & Regulations • Introduction to creating your online ePortfolio for the ESC Program <p>Lecture is posted under Content on BB for this week</p>	<p>Due Sept. 19, 11:59 PM</p> <p>Quiz #2: History of Disability</p> <p>Readings:</p> <ul style="list-style-type: none"> • Rothstein & Johnson – Ch. 1 & Ch. 14 • Causton & Tracy-Bronson, Ch. 2 –<i>Inclusive Education</i> • Winzer (1998) • View website: https://www.wrightslaw.com/ Special Ed Law and Advocacy <p>Assignments: <u>Self-evaluation</u> on Professional Dispositions (on BB under “Assignments”)</p> <p><u>Content Wrap-up #1</u>: View video on Willowbrook – “Unforgotten” Respond to prompts. Submit responses to Drop box on BB.</p>

<p>Week 5 Sept. 20</p> <p>LA5-153</p>	<ul style="list-style-type: none"> Legislation & Litigation <p>Lecture is posted under Content on BB for this week</p>	<p>Due Sept. 26, 11:59 PM</p> <p>Quiz #3 – Legislation & Litigation</p> <p>Reading:</p> <ul style="list-style-type: none"> Rothstein & Johnson – Ch. 2 Causton & Tracy-Bronson, Ch. 5 – <i>Collaborating with Others: Working within a Team</i> <p>Assignments:</p> <p><u>Personal Philosophy</u> – due to drop box with rubric</p>
<p>Week 6 Sept. 27</p> <p>Zoom @ 4pm</p>	<ul style="list-style-type: none"> Inclusive Education Introduction to online “ePortfolio” for the credential program (First review is due Week 10) <p>Lecture is posted under Content on BB for this week</p>	<p>Due Oct. 3, 11:59 PM</p> <p>Reading:</p> <p>Rothstein & Johnson – Ch. 9</p> <p>Assignments:</p> <p><u>Reading Reflection #1</u>: Inclusive Education</p> <p><u>Discussion Board #2</u> – Inclusive Education</p> <p><u>Content Wrap-up #2</u>: Video – “Disabling Segregation” response to prompts</p>
<p>Week 7 Oct. 4</p> <p>No class meeting this week</p>	<p>IRIS Activity – located online “IEPs: Developing High Quality Individualized Education Programs”</p> <p>Link to and instructions for completing the IRIS activity are posted on Beachboard for Week 7. Please submit responses to “Assessment” section of the IRIS module to Dropbox on BB.</p>	<p>Due Oct. 10, 11:59 PM</p> <p>Submit responses to IRIS activity to Dropbox</p>
<p>Week 8 Oct. 11</p> <p>LA5-153</p>	<ul style="list-style-type: none"> Legal foundations of IDEA Creating IEP goals and objectives that meet the needs of all students in alignment with Common Core State Standards <p>Lecture is posted under Content on BB for this week</p>	<p>Due Oct. 17, 11:59 PM</p> <p>Quiz #4 – The IEP</p> <p>Reading:</p> <p>Cortellia (2008)</p> <p>Assignments:</p> <p><u>Content Wrap-up #3</u> - Video: <i>Accessible IEPs for All</i></p> <p><u>IEP Goals & Objectives worksheet</u> – may be completed with classmates – be sure to submit names of all students</p> <p><u>Fieldwork Observation of Inclusive Setting</u> is due to Dropbox on BB</p>

<p>Week 9 Oct. 18</p> <p>Zoom @ 4pm</p>	<ul style="list-style-type: none"> Monitoring Student Progress toward IEP goals Special Issues with Secondary Students <p>Lecture is posted under Content on BB for this week</p>	<p><u>Due Oct. 24, 11:59 PM</u></p> <p>Reading:</p> <ul style="list-style-type: none"> Rothstein & Johnson – Ch. 11 Diliberto & Brewer (2012) <p>Assignments: <u>IRIS Center Activity #2: “Progress Monitoring: Calculating Rate of Growth”</u></p>
<p>Week 10 Oct. 25</p> <p>Zoom @ 4pm</p>	<ul style="list-style-type: none"> Best practices in implementing IDEA <p>Lecture is posted under Content on BB for this week</p>	<p><u>Due Oct. 31, 11:59 PM</u></p> <p>Reading:</p> <ul style="list-style-type: none"> Rothstein & Johnson – Ch. 8 Causton & Tracy-Bronson, Ch. 6 – <i>Providing Academic Supports</i> <p>www.edweek.org (on line reading) <u>Special Edge - online reading</u></p> <p>Assignments: <u>Reading Reflection #2</u></p> <p><u>Content Wrap-up #4:</u> Tic-Tac-Toe Planning Activity</p> <p><u>ePortfolio framework</u> is due for first review</p>
<p>Week 11 Nov. 1</p> <p>LA5-153</p>	<ul style="list-style-type: none"> Fostering Family-centered Partnerships in planning for individual education programming in diverse society <p>Lecture is posted under Content on BB for this week</p>	<p><u>Due Nov. 7, 11:59 PM</u></p> <p>Reading:</p> <ul style="list-style-type: none"> Rothstein & Johnson – Ch. 4 Harry (2008) Yell, Katsiyannis, Ennis, & Losinski (2013) deFur (2012) <p>Assignments: <u>Reading Reflection #3</u></p> <p><u>IRIS Activity #3: Cultural Attitudes</u></p>

<p>Week 12 Nov. 8</p> <p>Zoom @ 4pm</p>	<ul style="list-style-type: none"> Developing advocacy skills for Dispute Resolution under IDEA Legal foundations of bilingual education and its confluence with special education – Equal Educational Opportunity Act of 1968, Bilingual Education Act of 1968 & Proposition 227 in CA <p>Lecture is posted under Content on BB for this week</p>	<p><u>Due Nov. 14, 11:59 PM</u></p> <p>Readings for Topic 1:</p> <ul style="list-style-type: none"> Rothstein & Johnson – Ch. 15 Lo (2012) Liasidou (2013) <p>Reading for Topic 2: Cortiella (2006)*</p> <p>Assignments: <u>IEP assignment</u> is due</p> <p><u>Discussion Board #3: Role as Advocate</u></p> <p><u>IRIS Activity #4: Is this student mislabeled?</u></p>
<p>Week 13 Nov. 15</p> <p>Zoom @ 4pm</p>	<ul style="list-style-type: none"> Ethical codes which guide the delivery of equitable special education Conflict resolution and ethical skills as quality indicators of inclusive education in diverse settings <p>Lecture is posted under Content on BB for this week</p>	<p><u>Due Nov. 21, 11:59 PM</u></p> <p>Reading: CEC Code of Ethics (posted on BB for this week)</p> <p>Assignments: <u>Content Wrap-Up #5: Summary of Jamboard notes from Zoom breakout groups</u> – may be submitted as a group – please include all names</p>
<p>Week 14 Nov. 22</p>	<p>Fall Break No class meeting</p>	<p>Happy Thanksgiving!</p>
<p>Week 15 Nov. 29</p> <p>Zoom @ 4pm</p>	<p>Topic: Effective planning strategies for the inclusion of students with disabilities in the least restrictive environment (LRE)</p> <p>Achieving inclusive educational change</p> <p>Lecture is posted under Content on BB for this week</p>	<p><u>Due Dec. 6, 11:59 PM</u></p> <p>Reading:</p> <ul style="list-style-type: none"> Jorgensen & Lambert (2012) Causton & Tracy-Bronson, Ch. 10 – <i>Support You, Supporting Them: Caring for Yourself</i> Lingo, et al (2011) <p>www.swiftschools.org View SWIFT Schools video (link is in BB for this week)</p> <p>Assignments: <u>Reading Reflection #4</u></p>

<p>Week 16 Dec. 6</p> <p>LA5-153</p>	<p>Topic:</p> <ul style="list-style-type: none"> Transition to Adulthood – An overview The Future of Special Ed Law – What you might need to know Preparing for the Final Exam <p>Lecture is posted under Content on BB for this week</p>	<p>Due Dec. 13, 11:59 PM</p> <p>Reading: Rothstein & Johnson – Ch. 17</p> <p>Final opportunity to submit any late work! This must have prior approval from the instructor.</p>
<p>Finals Week</p>	<p>Online Final Essay Exam Notes and readings are allowed</p> <p>You must work independently to complete the exam</p>	<p>Due Dec. 13, 11:59 PM</p> <p>Late exams will NOT be accepted!</p>

Course Evaluation Components and Grading

Note: A summary table of all assignments and related due dates is posted in "Content" on BB under "Course Assignment Checklist"

Education Specialist Program ePortfolio:

In EDSP 480 students will begin to build the ePortfolio that is a requirement of the Education Specialist Credential Program at CSULB. This portfolio will be used as a means of demonstrating the development of competencies across the credential program. The portfolio is described in depth at the Education Specialist program website.

Students will start the following components (#1-5) of the Program ePortfolio while enrolled in EDSP 480:

1. Personal Philosophy of Education – SLO # 2 & 3

- Philosophy paper will be submitted to Beachboard Dropbox. This paper will be graded online.
- In 2-3 pages, you will state your personal philosophy of special education including its relationship to general education in urban schools where students who are English Language Learners (ELL) are served. Describe your vision of a school district that would allow you to put your professional values and beliefs into practice. Draw from course readings in identifying characteristics of the professional, legal or ethical practices related to language minority students in special education. A scoring rubric for this assignment is available on Beachboard.
- The assignment will be graded per the following criteria. The 2-3-page write-up of your personal philosophy will:
 - Demonstrate a vision that will guide future practice, going beyond a description of current practices and experiences.
 - Demonstrate reflection on the relationship between general and special education in diverse, urban schools.
 - Demonstrate a comprehensive reflection on legal, ethical or professional practices for students in special education who are a language minority. Also, connect this to ONE program theme area as it relates to your personal philosophy.
 - Demonstrate a basic understanding of current literature in the field of special education.
 - Demonstrate effective writing skills including grammar, spelling, and use of people first language.

2. Program ePortfolio – SLO # 1

- During the semester, students will present the elements of their Preliminary program portfolio. The outline created should allow for a demonstration of the student’s competencies in an organized fashion. *Portfolios will be in an electronic format through BeachBoard or another webpage design format such as Wix.* This will be introduced in class. Sections must be created for each of the following components:
- Title Page with your name and credential objective with any other professional info you want to include.
- Table of Contents – see portfolio guidelines for detail of requirements
- Six/seven divided sections for all competency areas. Each section should accommodate Coursework, Fieldwork Artifacts, and Narrative.
- Field Experience subdivided into 6 sections for each observation experience AND a field log
- Competency Checklist
- Portfolio will be reviewed with peers and instructor in class and online. A rubric will be posted which needs to be included when submitting the portfolio for review.

3. Fieldwork Observation of an Inclusive Setting – SLO # 2 & 6

- Using videos provided by the instructor, students will observe an inclusive school with several demonstrations of inclusive practices in a variety of age and classroom settings.
- Students will complete an evaluation of *Quality Indicators of Inclusive Schools* to be submitted to drop box.
- The field experience will be documented by:
 - Completed Quality Indicators evaluation form
 - Approximately 2 paged typed narrative responding to prompts on the assignment rubric. Include the rubric with submission to drop box.
 - Submission to S4 fieldwork site.

4. IEP Assignment – Signature Assignment #5

Students will most likely be completing this assignment with a case study provided by the instructor.

To display your knowledge of Individualized Education Plans you will create a K-12 case study for a student with an identified disability from the categories listed in IDEA 2004. Following the case study, you will complete a simulated IEP, which includes performance information and IEP goals and objectives that align with Common Core standards.

- **Option A:** Self select a K-12 student who has an identified disability and is currently receiving services through IDEA. Through observation and interview with IEP team members, gather necessary information to be able to document the required information. No assessments or formal observations are required for you to complete this assignment; most information can be gathered through interviews and informal observations using virtual platforms.
- **Option B:** Complete this assignment using a case study provided to you by the instructor.

For both options A & B:

- Write a brief narrative description of the student including IDEA eligibility, areas of strength and need, ELD level if applicable, and a detailed account of interactions with the related professionals in preparation for the IEP. The narrative will document the performance level across academic and functional domains and identify strengths and needs.
- Complete the IEP template to simulate an IEP document. The template will identify the Present Levels of Performance (PLP), grade level content standards to be addressed, related goals and objectives, and methods for reporting progress monitoring.
- IEP assignments should be an original submission and presented in narrative form with the accompanying course template. That is, it should not be an IEP that was already written and goals should not be standardized from a district or computer program.

- Assignment must be submitted via BeachBoard Dropbox by the due date/time. Be sure to submit the assignment rubric to drop box with the completed assignment.

5. Final Exam – Signature Assignment

This exam will emphasize content related to historical and legal aspects of special education and the lives of individuals with disabilities in our diverse society. This will be an essay exam. Students will have access to course readings and lecture notes while completing the exam. This exam will be graded using an assessment rubric. The assignment must be submitted via BeachBoard Dropbox by the due date/time. Late exams will not be accepted.

Other Course Assignments

Iris Module and IRIS Activities – SLO # 6

Students will complete an on-line module at the IRIS website <http://iris.peabody.vanderbilt.edu/index.html>. Completion of this module will take the place of one class session. Directions for the Iris Module are found on BeachBoard. Complete the module and answer the required questions. Assignment will be submitted via BeachBoard Dropbox and graded electronically.

There are also several briefer *IRIS Center Activities* that are assigned throughout the semester to support the course content. These are all found within the “Content” of each week that they are assigned.

Quizzes

There will be a total of 4 brief quizzes during the semester. The quizzes are designed to measure your progress in the course content based on readings and lectures. They will help you understand where the instructor expects you to be with certain content as we move forward. Quizzes must be completed by the deadlines posted on BB. All quizzes will be completed and graded on BB.

Discussion Board

Interacting with peers and sharing knowledge and understanding is an important part of this course as it prepares you for a future in public schools. Working as a special educator requires collaboration with colleagues, specialists, and families. The prompts for the Discussion Board assignments are designed to support your critical thinking and sharing of ideas as they relate to the field of special education. Each discussion requires you to respond to a prompt related to the topic for the week and then comment on at least 3 of your peer’s posts. See “Discussions” on the tool bar in BeachBoard for the prompts.

Reading Reflections

To demonstrate your understanding of the content there will be several opportunities to reflect on weekly assigned readings. These typed reflections are due to BB drop box on the assigned date and should cover the readings for that week, synthesizing your thoughts across articles and chapters, not simply summarizing them. Reflections should be approximately 2 pages in length and should include the following:

- At least one in-text citation using APA format and APA reference at the bottom of the paper. Direct quotes may be used if properly cited.
- Statement of one thing that you learned or that stood out to you.

Content Wrap-Ups

There are at least eight activities related to course content that are designed to “wrap-up” or summarize specific skills or strategies – you will receive credit for 8; some of these will be completed during Zoom meetings in breakout rooms. Some may be completed in collaboration with peers. Interaction and collaboration with your classmates are important parts of your development as a future special educator and leader in the field. Attendance to Zoom meetings and participation in these activities are expected.

Evaluation Components

Evaluation Component	Points
Introduction Video	20
Personal Philosophy of Education	40
Professional Dispositions, Self-Evaluation	10
Discussion Boards (4 @ 10 points each)	40
Iris Module (1) & IRIS Activities (4 @10 points)	50
Program ePortfolio Template online	20
Fieldwork Observation of Inclusive Setting (report hours to S4)	40
Reading Reflections (4 @ 10 points each)	40
IEP Assignment	70
Content Wrap-Ups (8 @ 5 points each)	40
Quizzes (4 @10 points each)	40
Final Exam	90
Total	500

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is part of your grade and will be monitored both through attendance at Zoom sessions and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Readings and Assignments

All readings are required and it is expected that readings will be read by the due date. Have weekly assigned reading materials available during Zoom meetings.

All assignments, except for in-class work completed during Zoom meetings, will be typed using a 12-point font, double-spaced, and proofread for grammatical and spelling errors. Students are expected to use “people first” language (e.g., student with a learning disability, students with intellectual disability).

- Include a Reference List using APA format.
- All oral and written references to sample/observation students will be made without identifying information. Full confidentiality of students and their families will always be maintained.

- Rubrics will be posted on BeachBoard for all required assignments. Each rubric will provide the criteria for the assignment.
- Points will be deducted from assignments that do not adhere to these guidelines.

Resubmitting Assignments

Students will be allowed to re-submit only one assignment. Assignments eligible for a resubmission must have an original score of 70% or lower, excluding late points assigned. Resubmitted assignments must accompany originally graded work and be submitted within one week of receiving graded original work. Resubmitted work is eligible for a score of up to 80% of the original point total available. *The Final Exam is not eligible for resubmission.*

Late Work/Make-up Policy

All assignments are expected to be submitted by the dates and times posted in the syllabus and in Drop Box on BB. Please communicate with the instructor as soon as possible if you are unable for any reason to submit something on time. I will allow some reasonable extensions on an “as needed” basis so as to avoid students getting too far behind in the class. However, it is the student’s responsibility to communicate this need to the instructor directly and in a timely manner.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

During this time of COVID-19, if you have any condition that prevents you from attending class in-person or wearing a face covering/mask, please contact BMAC at bmac@csulb.edu for reasonable accommodations.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, [Student Resources During COVID-19](#). A full list of student support services is also available on the [Programs and Services](#) website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.