



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION

Advanced Studies in Education and Counseling Department

EDSP 534: COLLABORATION & TRANSITION IN SPECIAL EDUCATION

Instructor Information

- Instructor: Edwin Achola Ph.D.
- Office Location: ED2-266
- Office Hours: Tuesdays 2pm-3:30 pm & Thursdays 2pm--3:30pm or by appointment
- Phone: (562) 985-7889
- Email: Edwin.achola@csulb.edu

College of Education Mission Statement

The College of Education at CSULB is a teaching and learning 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.

Diversity Statement

The College of Education at CSULB is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multidimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

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.

COURSE DESCRIPTION

This course explores the literature, research, issues and trends that are relevant to middle and high school aged students with high disabilities as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with culturally diverse families to promote successful student transitions throughout the educational experience including postsecondary training, employment and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-determination, guardianship, and legal considerations. The full range of functioning is addressed in the areas of education, employment, social/emotional functioning, personal and daily living issues. The overriding goal of this course is to provide candidates with the wherewithal for critical reflection in their professional practice to help individuals with disabilities develop, implement and achieve transition goals for their post-school years. This course also examines methods for developing collaborative partnerships and effectively communicating with educators, community members, families, and individuals with disabilities. This course will constitute ***collaborative inquiry, active listening, community building, and critical dialogue*** as the primary teaching-learning strategies. In this approach, students collectively explore and make sense of phenomena—which requires that all students feel comfortable contributing and that differences in how they contribute are respected.

STUDENT LEARNING OUTCOMES

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

Program SLO #5: effectively collaborate and consult with teachers, families and other school professionals to provide cohesive delivery of services.

Program SLO #7: effectively plan for transition into through and beyond school.

During the course of study, students will demonstrate competence in:

- Respectful collaboration and consultation with teachers and other school personnel, community professionals, and parents; (CCTC M/S Std 18; CCTC

EL Std 19; CCTC M/M Std 20)

- Communicating relevant social, academic and behavioral information in the areas of assessment, curriculum, behavior management, social adjustment, and legal requirements in a meaningful manner; coordinating services pre-and post-referral to special education (CCTC Std 13; CCTC M/M Std 18, 20);
- Managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members (CCTC M/S Std 18; CCTC M/M Std 20);
- Demonstrate professional commitment and responsibility, effective intra/interpersonal skills, and positive attitudes towards learners. (Education Specialist Program Standards)
- Teach students appropriate self-determination and expression skills and guide students in moving toward student lead Individualized Transition Plans (ITP)
- Culturally responsive pedagogy as it relates to meaningful family involvement and sustainable transition planning.
- Planning and implementing transition services for students with disabilities across lifespan.
- Developing community-based services for students with disabilities
- Identifying evidence based practices that support the transition from school to adult life as it applies to culturally diverse students with disabilities and their families.
- Identifying the skills and resources necessary to conduct meaningful transition assessment for adolescents with disabilities and their families, then translate student/family strengths, needs, preferences, and interests into a plan for providing access to transition services.
- Understanding of the adult-service systems, including the differences between entitlement and eligibility for agency services as it applies to accessing both disability-related and/or generic adult services.

REQUIRED TEXTS

Wehman, P. (2011). *Essentials of transition planning*. Baltimore, MD: Brookes Publishing Company.

Mazzotti & Rowe (2015) *Building Alliances: A How-to Manual to Support Transitioning Youth*. Council of Exceptional Children

COURSE SCHEDULE

Date	Content	Modality	What is Due	Materials/Readings	Teaching Strategies	Culturally Responsive Course Elements
8/24	Culturally Responsive & Sustaining Practices in Transition Planning	Zoom Class	Mini quiz (before class) Pictures of our lives	<ul style="list-style-type: none"> • Video • Wehman Chapter 1 • Achola (2018) 	<ul style="list-style-type: none"> • Brief lecture • Video • Pre-class online quizze • Guided discovery 	<ul style="list-style-type: none"> • Critical consciousness • Cultural competence
8/31	Collaboration & Inter-agency linkages in multicultural communities Diversity-informed Resource Mapping	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> • IRIS Module • Wehman Chapter 6 • Mazzotti & Rowe Chapter4 	<ul style="list-style-type: none"> • Brief lecture • Guided Discovery • Data analysis, • Case studies • Concept map (1) 	<ul style="list-style-type: none"> • Academic success • Critical consciousness
9/7	Quality ITPs Indicator 13 & 14 Implementation fidelity	Zoom Class	<u>Student-Lead Seminar 1:</u> Group peer review & 1 page description	<ul style="list-style-type: none"> • Sample ITPs • Course ITP Template • Sample SOP 	<ul style="list-style-type: none"> • Video • IRIS Module • Self-reflection activity 	<ul style="list-style-type: none"> • Critical consciousness • Cultural competence

				<ul style="list-style-type: none"> • Morgan, Kupferman, Jex, Preece, & Williams (2017) • Wehman Chapter 5 • 	<ul style="list-style-type: none"> • Case Study 	
9/14	<p>Transition Assessments</p> <p>Yosso's cultural wealth model & Assessments</p>	Zoom Class	<p>Student-Lead Seminar 1:</p> <hr/> <p>Group peer review & 1 page description</p>	<ul style="list-style-type: none"> • Rowe, Mazzotti, Hirano, & Alverson (2015) • Yell & Bateman (2017) • Sample Assessments 	<ul style="list-style-type: none"> • Brief lecture • Concept Map • Self-reflection activity • Group presentation • Written response 	<ul style="list-style-type: none"> • Critical consciousness • Cultural competence
9/21	<p>Transition & Employment -vocational evaluations</p> <p>Community and school-based-training</p>	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> • Bross & Travers (2017) • Cease-Cook, Fowler & Test (2015) • Kearney & Dukes (2018) 	<ul style="list-style-type: none"> • Video • Case-study analysis • In Role-Playing 	<ul style="list-style-type: none"> • Academic success • Critical consciousness • Cultural competence
9/28	Family Engagement	Zoom Class	<p>Student-Lead Seminar 1:</p> <hr/>	<ul style="list-style-type: none"> • Rossetti, Sauer, Bui & Ou (2017). 	<ul style="list-style-type: none"> • Video • Brief lecture 	<ul style="list-style-type: none"> • Critical consciousness

			Group peer review & 1 page description	<ul style="list-style-type: none"> Achola & Greene (2016) Haines, Francis, Shepherd, Ziegler, & Mabika (2018) Annual Performance Report Measures 	<ul style="list-style-type: none"> “Send a problem” Data analysis Concept Map 	<ul style="list-style-type: none"> Cultural competence
10/5	Career Development & Post-secondary Education Linked learning WorkAbility	Online: No Zoom	Beachboard Activity <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> CareerZone Lindstrom, Doren & Miesch (2011) Linked Learning WorkAbility 	<ul style="list-style-type: none"> Video Case study Careerzone activity Written response 	<ul style="list-style-type: none"> Academic success Critical consciousness
10/12	IEP Group Presentation	Zoom Class	<ul style="list-style-type: none"> Written report (due on dropbox) Group Video {due on dropbox} In-class peer evaluations 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Video Reviews In-class peer reviews 	<ul style="list-style-type: none"> Critical Consciousness
10/19	Working with Paraprofessionals	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> French (2001) Biggs et al (2019) 	<ul style="list-style-type: none"> Decision-making activities 	<ul style="list-style-type: none"> Critical consciousness

10/26	Collaboration & Intercultural Competence	Zoom Class	<p><u>Student-Lead Seminar 1:</u></p> <hr/> <p>Group peer review & 1 page description</p>	<ul style="list-style-type: none"> • Hagiwara et al (2018) • Achola (under review) • Keel, Cushing & Awsumb (2017) 	<ul style="list-style-type: none"> • Self-reflection • Brief lecture • Video • Decision-making activities; In Send-A-Problem • Brief response-muddiest point • In Role-Playing, • Group presentation 	<ul style="list-style-type: none"> • Academic success • Critical consciousness • Cultural competence
11/2	Evidence-based Transition Practices Post-secondary Education	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> • Griffin & Papay (2017) • Evidence-based Practices • Think College 	<ul style="list-style-type: none"> • Video • Decision-making activities. • Guided discovery 	<ul style="list-style-type: none"> • Academic success • Critical consciousness
11/9	Self-Determination	Zoom Class	<p><u>Student-Lead Seminar 1:</u></p> <hr/> <p>Group peer review & 1 page description</p>	<ul style="list-style-type: none"> • Wehmeyer (2014) • Vinoski, Graybill, & Roach (2016) • Wehman: Chapter 2 	<ul style="list-style-type: none"> • Brief lecture • Decision-making activities. • Brief response-muddiest point • Group presentation 	<ul style="list-style-type: none"> • Academic Success • Cultural competence

				<ul style="list-style-type: none"> • SDLMI Teacher's guide • TAGG Assessments 	<ul style="list-style-type: none"> • Categorizing grids • "Send-A-Problem" 	
11/16	Adult living skills	Online: No Zoom	Beachboard Activity	<ul style="list-style-type: none"> • Autism Speaks Tool Kit • NTACT Independent Living <p>Mechling & O'Brien (2010)</p>	<ul style="list-style-type: none"> • Decision-making activities. • Mini-maps • In Role-Playing, 	<ul style="list-style-type: none"> • Academic success
11/23	FALL BREAK			•	•	•
11/30	System change	Zoom Class	<p>Student-Lead Seminar 1:</p> <hr/> <p>Group peer review & 1 page description</p> <p>Mini-quiz {due before class}</p>	<ul style="list-style-type: none"> • Bartholomew, Papay, McConnell, & Cease-Cook (2015) • Kearney & Dukes (2018) 	<ul style="list-style-type: none"> • Mini-quiz • Brief lecture • Decision-making activities. • Brief response-muddiest point • In Role-Playing, • In Send-A-Problem 	<ul style="list-style-type: none"> • Critical Consciousness • Cultural competence
12/7	Final project (ITP) reviews Summary of Performance	Zoom Class	Concept Map			
12/10	Final ITP project	Online Finals	ITP due on dropbox			

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Assignments

1. The Pictures of our Lives Assignment (10 points)

Goal

This activity allows the instructor and students to share the diversity of lived experiences that they bring to a space and how those differences and similarities define and ground individuals in multiple communities. By making some of these experiences visible to each other we can begin to gain a more complex understanding of each other as cultural and historically situated individuals. In looking for connections we can begin to see how we are resources for each other in our learning spaces.

Activity

Students will self-document (photographs or drawings) several aspects of their lives that are important (to them) to help others understand them. Using the template provided (from instructor's example), students will (a) share the images with each other (b) discuss why they chose each image and how the experiences captured on the images define them (their beliefs, perspectives, life choices, successes, talents, areas of growth etc). Respectful interactions about people's lived experiences and belief systems is expected. Thus, all postings must be non-judgmental, respectful, and communicate good faith effort to share and learn.

Your Task:

1. Upload your "pictures of our lives" assignment on beachboard discussion thread
2. Select at least one posting that reflects experiences that are **similar to yours** and share your comments below the posting. Consider what **you notice** about the images shared and **connections** you make to the beliefs or perspectives described. Feel free to ask clarifying questions.
3. Finally, select at least one posting that reflects experiences that are **fairly different from yours** and share your comments below the posting. Consider what **you notice** about the images shared and the **divergent (different) beliefs** or perspectives described. Feel free to ask clarifying questions.

2. Quizzes (10 points)

Two online quizzes will be administered through beachboard at the beginning and towards the end of the semester (see syllabus for deadlines).

3. Concept map (20 points)

Concept map—Concept maps are visual representations of the relationships between concepts/ideas. Concepts are placed in nodes (often, circles), and the relationships between indicated by labeled arrows connecting the concepts. Students will work individually to create a concept map by following the steps described below:

- (a) Identify and list the key concept/ideas you have learned in this course.
- (b) Determine the general relationship between the concepts/ideas and to arrange them two at a time, drawing arrows between related concepts
- (c) Label with short phrases to describe the relationship between the concepts/ideas.
- (d) Upload the concept map on dropbox
- (e) See Beachboard for further instruction

4. Online Activities (60 points)

A total of six online assignments will be completed throughout the semester. Directions for each assignment is included on the beachboard site for corresponding weeks.

5. Student Lead Seminars (20 POINTS)

Each week, two students will lead a 30 minutes seminar in which topics covered in the weekly readings are discussed: The seminars will be developed in consultation with the instructor. At the start of each class, the instructor will provide a short summary of the readings, raising potential issues for discussion, and reminding students of the relevant issues for the week. Thereafter, the seminar leaders will do the following:

Introduction: Describe the objectives of the discussion. Have a few objectives in mind regarding what you want your peers to learn from the brief seminar

Engagement: Begin with an **interactive** activity that lays out the basic arguments, or identifying the basic issues addressed by the author(s). These activities may include discussion questions, video clips paired with discussions, small group activities, kinesthetic activities, online activities, and a brief oral summary with Q&A e.t.c.

Discussion: The discussion can then move to;

- I. **evaluation and synthesis of the material**
- II. **exploration of the validity of the arguments**
- III. and the **ramifications/implications** of the key issues discussed (to collaboration).

Be sure to upload a **one-page** description of how you plan to complete the three steps (introduction, engagement, and discussion) **one day before** your seminar. The description **must** also include all the discussion questions.

*See rubric

6. Peer Review Assignment (20 pts):

Teacher candidates will evaluate all group members on their participation in the student lead seminars. Candidates are required to list each team member and rate them on a scale of 1 to 5 in each of the three areas listed on the peer review rubric. The complete rubric must include comments to clarify ratings. Additional 5 points will be assigned by the instructor based on quality of peer evaluations.

*See rubric

7. ITP Assignment (40 points)

Students will use the assigned template to develop an individualized transition program (ITP) for a transition age student with a disability. To complete this assignment, students will do the following:

- Identify a transition age student (14-19) with a disability from a culturally and or ethnically diverse community (consider, race, ethnicity, gender identity, cultural profile of the student's community e.t.c)
- Complete a family cultural wealth profile assessment to obtain the student's and family's cultural wealth relevant to transition outcomes.
- Select and complete at least **two** additional relevant transition assessments
- Use the approved template to develop a complete ITP
- Submit (a) all the assessments completed (as a single document) and (b) Completed ITP

8. Mock IEP Meeting Presentation and Paper (35 points)

A: Mock IEP Meeting

In small groups, student teams will present and facilitate a mock transition IEP meeting that includes the following components:

- Introduction of IEP team members
- Purpose of IEP meeting
- Problem identification/solving discussion
- Conclusion of meeting

To complete this assignment students will:

1. Obtain and discuss the family cultural wealth profile of the case study assigned to each group.
2. Review the case study to identify relevant transition-related topics (e.g., developing post school goals, relevant transition services, meaningful family engagement) for the mock IEP meeting
3. Identify collaborative skills (see Mazzotti & Rowe, 2015) to be used in addressing the topics identified
4. Assign roles, role play, and record the mock IEP meeting

Each team will submit an appendix with the following documents:

1. A 15-minute video on DVD (or other digital format youtube, vimeo e.t.c) of the IEP meeting
2. IEP agenda with team members and timeline
3. Other related documents as needed

Quality of video presentation will be evaluated upon demonstrated effective collaborative skills among and between IEP team members, professional skills and attire, organization and preparation of the meeting, and participation among *all* team members.

B: Written Paper (5 points):

After completing the mock IEP meeting, each student will submit a two-page paper that includes:

1. **Description of the specific collaboration strategies implemented** in the planning of the mock transition IEP meeting. The strategies discussed in this section **must** be supported by evidence from Mazzotti & Rowe (2015). and information from other articles examined in the course. Credit will **not** be assigned for general descriptions without supporting evidence. This section will constitute three quarters of the entire paper.
2. A description of **individual specific roles and responsibilities in preparing for and completing the video presentation**. This part (#2) **MUST** be limited to a single paragraph (Approx one quarter of the entire paper). Additionally, proper organization, punctuation, grammar, and spelling will be examined.

9. Community Building (35 points)

The purpose of this assignment is to build a community of trust, respect, and vulnerability to create a positive, engaging class environment in which all students feel safe and ready to learn. The content of this course can be sensitive, and it's essential that everyone enter the classroom each week with a sense of well-being and an openness to discuss challenging topics. To create a community-minded class environment, students will use the professional capacities covered in the course and meet in groups outside of class at least four times during the semester to get to **know one another, establish rapport, and offer support** on a range of issues including those unrelated to the course. Instructor will assign groups early in the semester, and students will organize group meetings both off- and on campus locations (including online). Each group will work together to select meeting locations and times. Students are encouraged to be creative in choosing activities and strategies for supporting all members. Each group will submit a four-page narrative

detailing (1) a brief summary of group activities (2) collaborative strategies used, and (3) reflection on how the community building activity incorporated the professional capacities discussed in class including intercultural competence, critical consciousness, bias and prejudice reduction, and intergroup dialogue.

Assignment Components

- 1: First meeting: Students share contacts, establish communication channels and begin to build rapport
- 2: Second Meeting: Rapport building, review of professional capacities covered in EDSP 534, selection of issues to be addressed, and plan of action
- 3: Mid-semester check in: Share positive experiences and areas of growth on BeachBoard thread (privacy must be respected)
- 4: Subsequent meetings: Continued group support
- 5: Group report submission

Assigned Articles

Achola, E. O. (2019). Practicing What We Preach: Reclaiming the Promise of Multicultural Transition Programming. *Career Development and Transition for Exceptional Individuals*.

Achola, E., & Greene, G. (2016). Person-family centered transition planning: Improving post-school outcomes to culturally diverse youth and families. *Journal of Vocational Rehabilitation, 45*(2), 173-183.

American Psychological Association, (2010). *Publication Manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: APA. ISBN: 9781433805615

Bartholomew, A., Papay, C., Mcconnell, A., & Cease-Cook, J. (2015). Embedding Secondary Transition in the Common Core State Standards. *TEACHING Exceptional Children, 47*(6), 329-335

Bross, L., & Travers, J. (2017). Special Interest Areas and Employment Skills Programming for Secondary Students With Autism. *TEACHING Exceptional Children, 50*(2), 74-83.

Cease-Cook, J., Fowler, C., & Test, D. (2015). Strategies for Creating Work-Based Learning Experiences in Schools for Secondary Students With Disabilities. *TEACHING Exceptional Children, 47*(6), 352-358.

French, N. (2001). Supervising Paraprofessionals: A Survey of Teacher Practices. *The Journal of Special Education, 35*(1), 41-53.

Griffin, M., & Papay, C. (2017). Supporting Students With Intellectual and Developmental Disabilities to Attend College. *TEACHING Exceptional Children, 49*(6), 411-419.

- Haines, S., Francis, G., Shepherd, K., Ziegler, M., & Mabika, G. (2018). Partnership Bound: Using MAPS With Transitioning Students and Families From All Backgrounds. *Career Development and Transition for Exceptional Individuals*, 41(2), 122-126
- Kearney, K., & Dukes, C. (2018). Classroom Microenterprises: If I Can Do It, You Can Do It. *Career Development and Transition for Exceptional Individuals*, 41(2), 127-131
- Kearney, K., & Dukes, C. (2018). Classroom Microenterprises: If I Can Do It, You Can Do It. *Career Development and Transition for Exceptional Individuals*, 41(2), 127-131.
- Lindstrom, L., Doren, B., & Miesch, J. (2011). Waging a Living: Career Development and Long-Term Employment Outcomes for Young Adults with Disabilities. *Exceptional Children*, 77(4), 423-434
- Lindstrom, L., Doren, B., & Miesch, J. (2011). Waging a Living: Career Development and Long-Term Employment Outcomes for Young Adults with Disabilities. *Exceptional Children*, 77(4), 423-434.
- Morgan, R., Kupferman, S., Jex, E., Preece, H., & Williams, S. (2017). Promoting Student Transition Planning by Using a Self-Directed Summary of Performance. *TEACHING Exceptional Children*, 50(2), 66-73.
- Rossetti, Z., Sauer, J., Bui, O., & Ou, S. (2017). Developing Collaborative Partnerships With Culturally and Linguistically Diverse Families During the IEP Process. *TEACHING Exceptional Children*, 49(5), 328-338.
- Rowe, D., Mazzotti, V., Hirano, K., & Alverson, C. (2015). Assessing Transition Skills in the 21st Century. *Teaching Exceptional Children*, 47(6), 301-309.
- Vinoski, E., Graybill, E., & Roach, A. (2016). Building Self-Determination Through Inclusive Extracurricular Programs. *TEACHING Exceptional Children*, 48(5), 258-265.
- Wehmeyer, M. (2014). Self-Determination: A Family Affair. *Family Relations*, 63(1), 178-184.
- Yell, Mitchell L., & Bateman, David F. (2017). "Endrew F. v. Douglas County School District" (2017): FAPE and the U.S. Supreme Court. *TEACHING Exceptional Children*, 50(1), 7-15.

Online Resources

The IRIS Modules on "Community Resource Mapping": <http://iris.peabody.vanderbilt.edu/resources.html> Click on the link, select "Transition" under

“Pick One”, then “All Materials” under “Select”.

Transition Coalition: <http://transitioncoalition.org/transition/>

Assistive Technology: http://iris.peabody.vanderbilt.edu/resource_infoBrief/ldonline_org_article_6240.html

<http://www.cast.org/teachingeverystudent/ideas/tes/chapter4.cfm>

Computer Access

Two open access computer labs are available for current CSULB students: the [Spidell Technology Center - http://csulb.libcal.com/hours.php#!m/255](http://csulb.libcal.com/hours.php#!m/255), located in the Library and the [Horn Center - http://www.csulb.edu/divisions/aa/academic_technology/horn_center/](http://www.csulb.edu/divisions/aa/academic_technology/horn_center/), located in lower campus. Both the Horn Center and the Spidell Technology Center are a great resource for students needing to use a computer. Visit the [Open Access Computing Facilities - http://www.csulb.edu/library/guide/computing.html](http://www.csulb.edu/library/guide/computing.html) website for an extensive list of all available software installed on the Horn Center and Spidell Technology Center computers.

Electronic Devices

Even though having an electronic device is not a requirement for this course, students are highly encouraged to bring laptops, tablets, phones and other mobile devices that will be used **solely** for accessing, documenting, and responding to learning materials **relevant** to the course.

BeachBoard Access

To access this course on [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) you will need access to the Internet and a supported Web browser (Firefox is the recommended browser). You log in to [BeachBoard - https://bbcsulb.desire2learn.com/](https://bbcsulb.desire2learn.com/) with your CSULB Campus ID and BeachID password. Bookmark this link for future use, or you can always access it by going to [CSULB - http://www.csulb.edu/](http://www.csulb.edu/)'s homepage and clicking on the BeachBoard link at the top of the page.

Once logged in to BeachBoard, you will see the course listed in the My Courses widget on the right; click on the title to enter the course.

Course Policies and Requirements

- A. Grading Policy: Grades for this course will be determined using the evaluation chart specified below. It is expected that all assignments and readings will be completed and submitted in a timely fashion. Late assignments will not be graded. If a student must miss a class, it is expected that the student will contact the instructor and take the responsibility to turn in any assignments that are due on that date and to obtain missed information from a classmate for that class. Students are strongly encouraged to turn in assignments *prior* to the due date if they must miss a class. Instructor will assess and grade your participation in all forums for quality and amount. Instructor will assess and grade products (in-class assignments, exercises, self-assessment) for quality and amount of engagement in applying instruction to your work. Instructor will assess products of your collaborative learning (peer questioning and peer review) for quality and amount of their contribution to collective achievement.

Course Grading Scale (example)

Percent Range	Letter Grade
90 – 100%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
Below 64%	F

- B. Students must familiarize themselves with the University definition and policy on plagiarism and adhere to professional standards of academic honesty and integrity in all work. Whenever drawing upon the work or ideas of another person, that work must be properly cited whether it be quoted or paraphrased. http://www.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html
- C. University policy on withdrawal applies
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/withdrawal_policy.html
- D. Incompletes
A grade of “Incomplete” is strongly discouraged and granted only in case of emergency beyond the student’s control. University policy states that at least 2/3 of assignments must be complete before an “Incomplete” can be granted.
http://www.csulb.edu/divisions/aa/catalog/current/academic_regulations/part_one_definitions.html#incomplete
- E. GPA Requirement: Per CSU Chancellor’s Executive Order #547, a student must maintain a minimum grade point average of 3.0 in all Preliminary Credential Program core courses prior to entrance into student teaching.
- F. Note on reasonable accommodations for CSULB students with disabilities: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he or she should seek the assistance of the Director of [Disabled Student Services](#) on campus.

G. Classroom environment:

- a. Respectful language is expected at all times.
- b. Keep audible communication devices (cell phones, iPods, tablets, and other portable media players) turned off during class unless using in a lesson.
- c. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or candidate presentations. No other use is acceptable.
- d. Obtain advanced permission from the instructor for visitors.

H. Attendance policy: A course is like a family, a team, or a cast, each member has its part. When a key player is missing, or unprepared, the entire group suffers. The nature of our study will be collaborative inquiry, active listening, and critical dialogue, so that student experiences, perspectives, and reasonings are vitally important. Students' grades will be reduced by one letter with **more than one** unexcused absence (see university policy) or lateness. Emergencies should be discussed with the instructor. Students are responsible to get a copy of any notes and/or handouts from another member of the class during excused absences. The instructor will not provide copies of materials for missed classes without documentation of illness, or other emergency (death in the family, sick child (documentation required), car accident (police report)).

I. Late work: The instructor does not accept late assignments. However, students are encouraged to reach out to the instructor to discuss the possibility of a brief extension in exceptional circumstances such as death in the family.

J. Syllabus Change Policy: This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the term and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

K. Communication Policy: The primary means of communication for this course will be email and Beachboard posts. Students are encouraged to refer to the syllabus first for all questions regarding readings, assignments, and due dates before emailing the instructor. The instructor is also available for questions during and immediately after class or during office hours.

L. Plagiarism/Academic Integrity Policy: Work that you submit is assumed to be original unless your source material is documented appropriately, such as a Works Cited page. Using the ideas or words of another person, even a peer, or a web site, as if it were your own, is plagiarism. Students should read the section on [cheating and plagiarism in the CSULB catalog-](#)
http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2008/02/.

M. Technical Assistance: If you need technical assistance at any time during the course or need to report a problem with BeachBoard, please contact the Technology Help Desk using their [online form- http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/](http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/) or by phone at (562) 985-4959 or visit them on campus in the Academic Service (AS) building, room 120.

N. Inform me of Any Accommodations Needed: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of the CSULB Disabled Student Services, please see their [website- http://www.csulb.edu/divisions/students/dss/](http://www.csulb.edu/divisions/students/dss/) or contact them via email at dss@csulb.edu or by phone at (562) 985-4635.