

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE**

**COURSE SYLLABUS**

**SPED 403MME: EARLY FIELD EXPERIENCE /SEMINAR  
IN SPECIAL EDUCATION**

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**Instructor:**

**Office:**

**Phone:**

**E-mail:**

**Office hours:**

**Class time:**

The Department of Special Education cannot take messages for professors. All faculty offices have voicemail systems to take messages. Please do not call the Department Office to report anticipated absences or late arrivals.

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**The Michael D. Eisner College of Education  
Conceptual Framework (revised 2018)**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
- We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
- We value ethical practice and what it means to become ethical and caring professionals.
- We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
- We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
- We value creative, critical, and reflective thinking and practice.

## **I. COURSE DESCRIPTION**

*Pre-requisites: Restricted to candidates admitted to the Education Specialist Credential Program, ITEP, or the Dual Single Subject/Education Specialist Credential Program.*

*Prerequisites for Education Specialist Credential Program: SPED 400, SPED 511; Pre/co-requisite: SPED 420.*

*Pre/corequisites for Dual Single Subject/Education Specialist Credential Program: EPC 420, SED 521, SPED 420, SPED 511, SED 525X.*

This course is the first of two supervised field experiences for students in the Mild to Moderate and Extensive Support Needs Programs. SPED 403MME is designed to provide credential candidates practical hands-on experience in K-12 schools. Accompanying seminars link coursework with practice and provide collegial support to participants. The seminar meets on a regular basis throughout the semester with the university supervisor. Fieldwork hours consist of 12 hours per week in a classroom setting with support from an on-site mentor teacher. Available for graduate credit.

## **II. COURSE OBJECTIVES**

After completing this course, students will demonstrate the ability to:

1. Discuss standards of performance, including the California Standards for the Teaching Profession (CSTP) and Teacher Performance Expectations (TPEs) that define professional practices.
2. Engage in an ongoing process of self-evaluation in developing as a professional educator and reflective practitioner.
3. Demonstrate understanding of federal and state legislation and policies related to the education of students with disabilities (e.g. IDEA, Title 5).
4. Apply skills/knowledge/theories/ procedures/strategies learned through coursework to authentic teaching situations for students' kindergarten to age 22.
5. Apply evidence-based high leverage practices, skills/theories/strategies learned during coursework to actual teaching situations.
6. Contribute to discussion and collaborative problem solving with colleagues.
7. Develop critical thinking skills by reflecting upon field experiences as related to professionals and other school staff and actively seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, para professional) regarding curricular, instructional, and positive behavior support strategies and needs;
8. Demonstrate ongoing development and competency in becoming a teacher as evidenced by assignments, observations, and the Education Specialist MME Evaluation.

## **III. REQUIRED TEXTBOOK & READINGS**

### Required Reading:

California Standards for the Teaching Profession  
[www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf](http://www.ctc.ca.gov/educator-prep/standards/CSTP-2009.pdf)

CEC Code of Ethics and Standards for Educators of Persons with Exceptionalities  
(<http://www/cec.sped.org>)

California Common Core State Standards (CCSS) <http://www.cde.ca.gov/be/st/ss/>

California English Language Development Standards:  
<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

### Additional readings as assigned

#### Teacher Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

## **IV. COURSE ASSIGNMENTS**

**1. Journal Reflections/Discussion Posts** - Students will reflect on field experiences and share with classmates, making connections to the TPEs. **U6.1, U6.3, U6.6**

**2. Learning Autobiography** -Students will relate their experiences as students to their development as teachers in a paper with the following sections:

- A. Childhood
- B. Adolescence
- C. Adult learning
- D. Exceptional individuals
- E. Conclusion

**3. Class/School Profile**- Given a list of questions to answer as a guide, students will prepare a report regarding their school site, personnel, and students. **U1.1, U6.7, EX 1.3**

**4. Classroom Organization, Management, and Individualized Supports Plan Observation:** **U2.1, U2.6, MM 1.7, MM 2.5, MM2.6, MM 2.8, MM 2.11, MM 4.3, MM 4.4, EX 1.4, EX 4.1**

Students will conduct a thorough observation of a classroom. The Observation includes 4 items:

- A. Class layout- Students will diagram one of the observed classrooms;
- B. Class rules and routines- Students will chart class rules and routines;
- C. Daily schedule for students and para-educators - Students will list observed daily schedules;
- D. Class Positive Behavior Support Plan- Students will record and analyze the class model for behavior support, including individualized supports in place

**5. Lesson Plans-** Students will prepare, teach and evaluate at least three lessons. U3.4, U3.5, U3.6, U4.1, U4.2, U4.3, U5.1, U3.1, U3.3, MM 1.4, MM 1.3,MM 3.2, MM 5.1 MM 2.1, MM 3.5, MMX 4.2, MMX 4.6, MMX 6.1,EX 1.1, EX 3.3, EX 4.4, EX 4.7

**6. Attend an IEP Meeting-** Students will attend an IEP meeting, at the fieldwork site, and write a reflection paper. U4.4,U4.5, U5.6, U5.8, U2.2, MM1.1,MM 4.7, MM 5.2, MM 5.5, MM 5.3, EX 1.9, EX 2.3,EX2.4, EX 2.11,EX 2.12,EX 3.1, EX 2.1, EX 1.6, EX 2.5, EX 3.2, EX 3.4, EX 3.5, EX 5.4

**7. Task Analysis** – Students will create a visual task analysis to adapt and teach a familiar routine to a student with extensive support needs within a natural setting (general education classroom, recess, cafeteria, etc.). U1.6, U4.4, U4.7, U5.2, MM 1.2, MM 2.9, EX 3.3

**8. Fieldwork Verification-** Students will keep a log verifying their 180 fieldwork hours. This form must be signed-off by the On-site Mentor Teacher.

**9. Evaluations-** At the end of the semester, students will be evaluated by both the University Supervisor and the On-site Support Teacher using the Early Fieldwork Evaluation Form.

**V. GRADING**

Each Assignment will be worth the following points:

1.	Ten Journal Reflections (3 points each)	30pts
2.	Learning Autobiography	7
3.	Class/School Profile	8
4.	Positive Behavior Support Observation	20
5.	Lesson Plans	30
6.	Attend IEP Meeting	10
7.	Task Analysis	10
8.	Fieldwork Verification	5
9.	Fieldwork Evaluation	70
10.	Attendance/Participation	10
<b>TOTAL</b>		<b><u>200</u></b>

180 Hours (12 hours/week for 15 weeks) of Successful Fieldwork **MUST** be completed to pass the course. Successful fieldwork is defined as receiving an average of 2.5 on the Fieldwork Evaluation Form. **Any student who does not meet this requirement will NOT pass the course regardless of the grade on assignments.**

**VI. GRADING CRITERIA**

GRADE	PERCENT	GRADE	PERCENT
A	94 – 100%	C	73 – 76%
A-	90 – 93%	C-	70 – 72%
B+	87 – 89%	D+	67 – 69%
B	83 – 86%	D	63 – 66%
B-	80 – 82%	D-	60 – 62%

C+	77 – 79%	Failing	59% or less
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### Meeting Schedule

Sessions	Class Meetings
Session 1	Overview of syllabus, introductory activities. Who are we as learners and teachers?
Session 2	Classroom and School Profiles: What do we know about our schools and communities? What are the implications for teaching?
Session 3	Review culturally responsive PBS principles and strategies. Discuss class management assignment
Session 4	Planning instruction: Formats and review of systematic and direct instruction
Session 5	IEP Meetings: Best practices and required elements
Session 6	Breaking down tasks for students with extensive support needs: Applying systematic instruction using a visual task analysis
Session 7	Planning for our students' future: Transition, Supported Employment, and Supported Living
Session 8	Universal Precautions and Communicable Diseases
Session 9	Wrap-up/Final meeting

### NOTES

1. Please read this entire syllabus.

2. CSUN sends all official communications by email, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail or other preferred address go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail Forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester.

3. Technology provides great opportunities for communication and collaboration. The Michael D. Eisner College of Education embraces the innovative use of technology to promote professional communication, enhance the student experience, and to further our impact in the field. California State University, Northridge faculty strive to respond to student email correspondence within 48 hours during business days when the University is open for classes. Unless otherwise directed, all email correspondence should be via the official University email, and not via personal email.

4. Help with Technology and Classroom Accommodations

There are many resources on campus to help you. The IT center is always a good place to start: <http://www.csun.edu/it/need-help> If you face issues with access to technology, please let me know.

5. Assignments: All assignments (unless otherwise noted by the instructor) must be word-processed and submitted on Canvas. Computer malfunctions are not an excuse for missed or late work.

All assignments must be neat, clearly written, and contain a minimum of misspellings and grammatical errors. Papers will be returned for correction at the discretion of the instructor. **In the case where a paper is resubmitted at the request of the instructor, the final grade of the paper will be determined by averaging the original score with the revised score.** Resubmitted papers must be redone and turned in within one class session.

6. Late papers will be penalized. One point will be subtracted for each day a paper is late. Most assignments will be submitted online. **No late chapter reflections will be accepted.**

7. Absences and Tardies: Regular attendance is the best way to establish yourself as a member of this learning community. Students are expected to attend all classes and are responsible for the information presented. Students who do not attend class typically do not do well. Attendance will be monitored through class discussions and participation in small group activities completed during most class sessions. These cannot be made up.

It is the student's responsibility to make arrangements with classmates to get information/handouts disseminated during class in the case of absences or tardiness. Please contact a colleague in class regarding a review of missed material. The instructor is not responsible to make-up materials for absences or tardies. Do not call the Department of Special Education to report absences, but you may contact me via email.

8. Incompletes: University policy requires that to be given an incomplete you must have at least a passing grade at the end of the semester. This means you must be current with your assignments and have a compelling reason for taking an incomplete. If you choose to take an incomplete, it is up to you to know exactly what work you need to do to fulfill your requirement and to fill out an incomplete form (you can download the form here: [http://www.csun.edu/sites/default/files/request\\_incomplete.pdf](http://www.csun.edu/sites/default/files/request_incomplete.pdf))

9. Class Behavior: Talking, working, and thinking with others are large parts of this class (and others). We may get into discussions about controversial subjects. I encourage expressions of opinions (myself included), but there are classroom boundaries. Our class will be a safe place. That is to say, we will treat each other in a respectful manner. You may not always be comfortable with the topics, and you do not have to approve or agree with everything we discuss.

Part of the Fieldwork Evaluation Form includes rating the candidate's disposition and professionalism. This includes behavior in the seminar and school site, appropriate appearance at the school site, and the ability to get along with others.

All students must abide by the Student Code of Conduct, as outlined by the California State University Code of Regulations:  
[http://www.csun.edu/sites/default/files/standards\\_student\\_conduct.pdf](http://www.csun.edu/sites/default/files/standards_student_conduct.pdf)

10. Plagiarism and Academic Integrity: Don't plagiarize. The CSUN catalog (<http://www.csun.edu/catalog/>) defines plagiarism as “[i]ntentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise.” We’ll be discussing how to properly cite materials, and I am always available to help you if you are concerned.

11. Accommodations: If you have a disability, and need accommodations, please register with the Disability Resources and Educational Services (DRES) office or the National Center on Deafness (NCOD). The DRES office is located in Bayramian Hall, room 110, and can be reached at 818.677.2684. NCOD is located in Jeanne Chisholm Hall and can be reached at 818.677.2611. If you would like to discuss your need for accommodations with me (regarding any issue that may affect your classroom performance), please contact me to set up an appointment.

## SPED 403MME Syllabus linking page

**Instructions requested that only the “I” will be linked:**

Universal	MMSN	EXSN
<b>TPE1-Universal:</b> <a href="#">1.1-pg 3</a> <a href="#">1.6-pg 4</a>	<b>TPE1-MMSN:</b> <a href="#">1.1-pg 4</a> <a href="#">1.2-pg 4</a> <a href="#">1.3-pg 4</a> <a href="#">1.4-pg 4</a> <a href="#">1.7-pg 3</a>	<b>TPE1-EXSN:</b> <a href="#">1.1-pg 4</a> <a href="#">1.3-pg 3</a> <a href="#">1.4-pg 3</a> <a href="#">1.9-pg 4</a>
<b>TPE2- Universal:</b> <a href="#">2.1-pg 3</a> <a href="#">2.6-pg 3</a>	<b>TPE2- MMSN:</b> <a href="#">2.5-pg 3</a> <a href="#">2.6-pg 3</a> <a href="#">2.8-pg 3</a> <a href="#">2.9-pg 4</a> <a href="#">2.11-pg 3</a>	<b>TPE2- EXSN:</b> <a href="#">2.3-pg 4</a> <a href="#">2.4-pg 4</a> <a href="#">2.11-pg 4</a> <a href="#">2.12-pg 4</a>
<b>TPE3- Universal:</b> <a href="#">3.5-pg 4</a> <a href="#">3.6-pg 4</a>	<b>TPE3- MMSN:</b> <a href="#">3.2-pg 4</a>	<b>TPE3- EXSN:</b> <a href="#">3.1-pg 4</a>
<b>TPE4- Universal:</b> <a href="#">4.1-pg 4</a> <a href="#">4.2-pg 4</a> <a href="#">4.3-pg 4</a> <a href="#">4.4-pg 4</a> <a href="#">4.5-pg 4</a> <a href="#">4.7-pg 4</a>	<b>TPE4- MMSN:</b> <a href="#">4.3-pg 3</a> <a href="#">4.4-pg 3</a> <a href="#">4.7-pg 4</a>	<b>TPE4- EXSN:</b> <a href="#">4.1-pg 3</a>
<b>TPE5- Universal:</b> <a href="#">5.1-pg 4</a> <a href="#">5.2-pg 4</a> <a href="#">5.6-pg 4</a> <a href="#">5.8-pg 4</a>	<b>TPE5- MMSN:</b> <a href="#">5.1-pg 4</a> <a href="#">5.5-pg 4</a>	<b>TPE5- EXSN:</b> --
<b>TPE6- Universal:</b> <a href="#">6.1-pg 3</a> <a href="#">6.3-pg 3</a> <a href="#">6.6-pg 3</a> <a href="#">6.7-pg 3</a>	<b>TPE6- MMSN:</b> --	<b>TPE6- EXSN:</b>