

# ACCELERATED COLLABORATIVE TEACHER (ACT) RESIDENCY PROGRAM

Michael D. Eisner College of Education  
California State University Northridge

Fall Semester 2022

## Course Syllabus – SPED 579ACT: Supervised Fieldwork/Seminar in Mild/Moderate and Extensive Support Needs (3 units)

**Instructor:**

**Class Day:**

**Time:**

**Email address:**

**Office Hours:**

### The Michael D. Eisner College of Education Conceptual Framework

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.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to, and expect our candidates to:
  - Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
  - Acquire professional and pedagogical knowledge;
  - Acquire pedagogical content knowledge;
  - Use professional standards and empirical research to develop and evaluate programs and guide practice;
  - Capitalize on advancements in technology to promote learning;
  - Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
  - Understand, apply, and engage in scholarship and research.
2. 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 commit ourselves to, and expect our candidates to:
  - Develop knowledge and skills that research, and evidence have shown to positively impact schools and communities;

- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
  - Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
  - Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
  - Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
  - Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.
3. We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:
- Engage in inquiry about what it means to be an ethical and caring professional;
  - Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
  - Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
  - Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.
4. 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 commit ourselves to, and expect our candidates to:
- Participate in intra- and interdisciplinary partnerships including the Michael D. Eisner College of Education and the university;
  - Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
  - Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
  - Identify and use professional and community resources.
5. 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 commit ourselves to, and expect our candidates to:
- Foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;
  - Move from acceptance of diversity, to appreciation of diversity, to becoming agents of change for social justice;
  - Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
  - Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and

- Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.
6. We value creative, critical, and reflective thinking and practice. We commit ourselves to, and expect our candidates to:
- Engage in continuous and critical reflection;
  - Participate in ongoing professional development;
  - Accept feedback and consider implications for practice and program renewal;
  - Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
  - Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

## **COURSE DESCRIPTION**

### Catalog Description:

*Prerequisites: Restricted to candidates admitted to the Accelerated Collaborative Teacher (ACT) Residency Program. Prerequisites or Corequisites: ELPS 541A, SPED 541B, SPED 402, SPED 406, SPED 407, SPED 511, EED 565M or SED 525XX.*

Offered Fall semester only. This course is the first of two supervised field experiences and seminars for residents in the ACT Mild/Moderate and Extensive Support Needs Programs. SPED 579ACT is designed to provide residents practical hands-on experience in K-12 culturally and linguistically diverse schools. Accompanying seminars link coursework with practice and provide collegial support to participants. The seminar meets on selected weeks during 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.

### **Department of Special Education Philosophy**

The faculty of the Department of Special Education believes that well prepared special education professionals:

- have a core set of knowledge and skills enabling them to collaborate effectively with others to ensure the highest educational and quality of life potential for individuals with exceptional needs;
- engage in professional activities which are responsible to and benefit the increasingly diverse needs of individuals with exceptionalities and their families in a changing society, and continuously strive to achieve and maintain a high degree of competence and integrity in all their professional practices

We believe that all students can learn, despite the severity of a disability. We believe that teachers of students with disabilities must be prepared to serve students with diverse needs, adapting instruction to individual differences, cultural backgrounds, and developmental levels of learners. In our view, this requires a highly skilled and reflective professional who is able to make sound educational judgments that are informed by theory, research, and best practice of both general education and special education. Guided by this philosophy, the preparation programs of the department focus on the diverse characteristics and backgrounds of students with disabilities, methods in adapting curriculum and instruction that are built upon a strong

foundation in subject matter instruction, and an emphasis on teaching as a process that requires ongoing programming and evaluation.

In order to provide best educational practices for their students, teachers must develop effective collaboration skills with general educators, family members, related service personnel, paraprofessionals, and administrators. Collaboration is a key principle articulated throughout the credential program.

Teachers of students with disabilities need know not only knowledge and skills that reflect best educational practices in the field, but also must be leaders to create needed change. Therefore, this training program emphasizes the development of problem-solving skills, critical thinking skills to evaluate assessment results and various instructional practices, and creativity to accommodate unique needs of student *Department of Special Education Dispositions*. The following dispositions have been identified by the Department of Special Education as important qualities of effective teachers. These dispositions often reflected in the beliefs and values of an individual, are discussed throughout your program, and assessed by candidates, their instructors, university supervisors and collaborating/on-site teachers.

**Personal Characteristics:** Strives to achieve and maintain a high degree of competence and integrity in all professional practices.

**Interpersonal Characteristics:** Strives to develop rapport and collaborate with others in the work environment.

**Commitment to Professional Growth:** Values creativity and thinks critically about work-related practices.

**Commitment to Diversity:** Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

**Commitment to Ethical Practices:** Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

### TEXT & READINGS

- 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)
- 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>
- edTPA Special Education Handbook (available on Canvas).

Additional readings will be available on Canvas

### 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. Competencies, organized by TPE, include:

#### TPE 1 Engage and Support all Students in Learning

- Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, from culturally and linguistically diverse backgrounds, developmental levels, and disability- specific needs, including community-based instructional environments.

## SPED 579 ACT

- Use naturally occurring opportunities for teaching in various educational and community contexts.
- Demonstrate the ability to use digital tools, instructional and assistive technology, augmentative and alternative communication (AAC) to facilitate communication, curriculum access, and skills development, and to provide personalized and integrated technology-rich lessons engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- Demonstrate an ability to meet the needs of limited English proficient and culturally diverse individuals who have mild to extensive support needs.

TPE 2 Create and Maintain Effective Environments for Student Learning

- Support students in the least restrictive environment with a variety of methods including the use of strengths for promoting social interaction with peers who do not have disabilities.
- Plan and implement positive behavior support systems and establish and maintain healthy learning environments that help students perform successfully within expected classroom norms.
- Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age- appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.

TPE 3 Understand and Organize Subject Matter for Student Learning

- Design and implement individualized intervention programs based on observations and assessments and documentation of student progress appropriate for a range of academic content areas, including literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- Locate, interpret, and apply information about students' current academic status, content-and standards-related learning needs and goals, assessment data, language proficiency status, and linguistic and cultural background for both short-term and long-term instructional planning purposes.

TPE 4 Plan Instruction and Design Learning Experiences for All Students

- Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: instructional and assistive technology, application of UDL and MTSS principles, learning activities, accommodations and modifications, and peer-supported learning.
- Use student-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in core, standards-based curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5 Assess Student Learning

- Use and interpret available assessment information and appropriate assessment techniques for students with mild to extensive support needs, including those from culturally and linguistically diverse backgrounds.
- Analyze the implementation of various pedagogical and evidence-based high leverage practices with different types of learners, including English Language/Emergent Bilingual Learners and students with mild to extensive support needs.

TPE 6 Develop as a Professional Educator

- Identify families' needs, strengths, and resources, and assist the families to effectively promote the success of students with mild/moderate disabilities from culturally and linguistically diverse backgrounds; with mentor support, identify resources for families in the communities in which they live, including the business community.
- Demonstrate necessary skills needed to build collaborative relationships with family members, teachers, paraprofessionals, and other professionals working in school, community, and/or post-secondary settings for instructional planning and planning for successful student transitions.
- Seek guidance and assistance from the mentor teacher and other relevant teaching staff (e.g., general educator, related service staff, paraprofessional) regarding curricular, instructional, and positive behavior support strategies and needs.
- Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

**COURSE REQUIREMENTS/ASSIGNMENTS**

**Fieldwork Log:** ACT Residents will keep a log of their hours, which will be uploaded onto Canvas on the Monday following the end of each month.

**The ACT Special Education eTPA** is a national performance assessment designed to measure readiness to teach learners who are identified with disabilities. The eTPA is an opportunity for Residents to document their knowledge and skills in three major areas: planning, instructing, and assessing. During the Fall Semester ACT Residents will learn about the eTPA in preparation for the Spring semester where they will submit the completed document to a third party for review. Extensive discussions about the eTPA components will take place in seminar.

**\*The edTPA handbook is on Canvas.**

**Student attainment of course objectives will be evaluated through:**

**Fieldwork Evaluation** – The University Supervisor and Mentor will collaboratively complete an evaluation at the end of the semester. First semester ACT Residents are expected to receive an average of 2.5 out of 4 on their fieldwork evaluation. Residents must pass the ACT Evaluation with at least a 2.5 in order to pass 579ACT. Residents are expected to earn “developing” status on each element of the evaluation, however, they may be able to earn a higher rating given evidence discussed by the University Supervisor and Mentor. Expected competencies will be discussed throughout the semester.



**CSTP 1 Evaluation:**

U: 1.2, 1.3, 1.4, 1.5, 1.6, 1.8 -MM: 1.3, 1.4, 1.7 EX: 1.2, 1.4, 1.6, 1.7, 1.8

**CSTP 2 Evaluation:**

U: 2.1, 2.2, 2.5, 2.6 MM: 2.2, 2.3, 2.5, 2.6, EX: 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.12,

**CSTP 3 Evaluation:**

U: 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8 MM: 3.2 EX: 3.1, 3.2, 3.3, 3.5

**CSTP 4: Evaluation:**

U: 4.1, 4.2, 4.3, 4.4, 4.7, 4.8 MM: 4.1, 4.2, 4.3, 4.5, EX: 4.1, 4.3, 4.4, 4.5, 4.6,

**CSTP 5 Evaluation:**

U: 5.2, 5.3, 5.7 MM: 5.5 EX: 5.1, 5.5, 5.6

**CSTP 6 Evaluation:**

U: 6.1, 6.2, 6.3, 6.5, 6.6 MM: 6.1, 6.2, EX: 6.2, 6.3

**Seminar Participation (8x2pts=16 pts. beginning on the first seminar session):** Being punctual is an expectation. ACT Residents who are more than 15 minutes late will be considered late. ACT Residents who are late will not receive full participation points for that session. Resident contributions are critical to the success of this seminar. ACT Residents will share knowledge, experiences, brainstorm strategies and techniques, and assist one another in developing expertise in serving diverse urban learners with special needs. ACT Residents are expected to attend all seminar meetings and be prepared in seminar discussions as noted on the seminar schedule.

U 1.1, 2.4, 3.1, 6.2, 6.3, 6.7, MM 1.1, 1.2, 1.3, 2.5, 2.11, 3.2, 3.3, 4.5, 5.3, 5.4, 6.2, 6.3, 6.6, EX 2.4, 1.1, 1.2, 1.3, 1.8, 2.8, 3.4, 3.5, 4.2, 4.6, 5.5, 6.2, 6.3, 6.4, 6.5, 6.7

**Article Reflections (3x10=30pts):**

ACT Residents will read three articles related to students with disabilities. Residents will respond to questions/prompts about the articles and will have seminar discussions about the readings. Article reflections will be uploaded onto Canvas by the due date.

**Article #1 – Educating Students with Disabilities in Inclusive Classrooms**

U 6.2, 6.7, MM 6.3, 6.4

**Article #2 – The Role of Paraprofessionals in Special Education**

MM 6.1

**Article #3 – Classroom Strategies for Inclusive Classrooms**

U 6.2, 6.7, MM 6.3, 6.4

**Lesson plan/ Lesson Delivery (2x20pts=40pts.):** There will be two formal observations by the University Supervisor during the Fall Semester. ACT Residents will complete two lessons plans on the provided lesson plan format. The completed lesson plan will be emailed to the University Supervisor two days prior to the observation. In the event there needs to be revisions to the lesson plan, the lesson plan will be emailed back to the ACT Resident. The ACT Resident will

## SPED 579 ACT

make necessary changes and resubmit the lesson plan prior to the observation. Guidelines and formats will be discussed in seminar. In the event the lesson plan is not submitted to the University Supervisor two days prior to the observation for review and suggestions for possible revisions, the observation will be rescheduled.

The University Supervisor and Mentor will observe the Resident two times over the course of the semester. The lesson will be debriefed with the Resident immediately after the observation, if at all possible, otherwise a day/time will be determined as close to the observation that works for all parties. The debrief will determine if the Resident met the expected standards.

**U:** 1.1, 1.1, 1.1, 1.3, 1.3, 1.3, 1.4, 1.4, 1.4, 1.5, 1.5, 1.5, 1.6, 1.6, 1.6, 1.7, 1.8, 1.8, 1.8, 2.1, 2.2, 2.3, 2.5, 2.5, 2.5, 2.6, 2.6, 3.1, 3.1, 3.1, 3.2, 3.2, 3.2, 3.3, 3.2, 3.5, 3.5, 3.5, 3.6, 3.6, 3.6, 4.1, 4.1, 4.3, 4.3, 4.3, 4.4, 4.4, 4.7, 4.7, 6.1, 6.1, 6.2, 6.5

**MM:** 1.3, 1.3, 1.3, 2.1, 2.1, 2.1, 2.5, 2.5, 2.5, 2.8, 2.9, 3.1, 3.2, 3.2, 3.2, 4.2, 4.3, 5.2.

**EX:** 1.2, 1.4, 2.9, 3.2, 5.2, 6.2, 2.11, 2.12, 3.2, 3.3, 4.1, 4.4, 5.3

**Lesson Plan Reflection (2x10pts=20pts):** ACT Residents will submit a lesson reflection onto Canvas within two days after the lesson observation using the template provided. Guidelines and formats will be discussed in seminar. There will be a 10% deduction for late submissions

**U:** 6.1 6.2 6.3

**ACT Monthly Reflections – Due the Monday after the last day of the month (40 pts.):**

Residents will complete a monthly reflection organizer to be uploaded onto Canvas by the Sunday following the previous week's fieldwork. Guidelines and formats will be discussed in seminar. There will be a 10% deduction for late submissions.

**U:** 6.1 6.2 6.3

---

---

## METHOD OF STUDENT EVALUATION

Seminar Attendance/Participation (2 pts. per session)	16pts
Article Reflections (3x20pts=60pts.)	60pts.
Lesson plans/Observations (2x40pts.=80pts.)	80pts.
Lesson Plan Reflections (2x20pts.=40pts.)	40pts.
Monthly Reflections (4x20pts=80pts.)	80pts.
	<b>Total 276pts.</b>

## GRADING POLICY

Grading is based on a total of 375 points. A plus and minus grading system will be used.

<b>A</b>	=	95-100	<b>A = Outstanding.</b> The grade of "A" is reserved for those students
<b>A-</b>	=	90-94	whose performance is <i>truly</i> outstanding. Performance reflects an
<b>B+</b>	=	87-89	outstanding level of competency attainment -- including critical
<b>B</b>	=	83-86	analyses, information syntheses, and application of learnings from
<b>B-</b>	=	80-82	seminar activities/discussions in Residency placement.

Assignments are comprehensive, thoughtful, well-organized, and clearly written.

## SPED 579 ACT

<b>C+</b>	=	77-79
<b>C</b>	=	73-76
<b>C-</b>	=	70-72
<b>D+</b>	=	67-69
<b>D</b>	=	64-66
<b>D-</b>	=	61-63
<b>F</b>	=	below 60

**B = Very Good.** Performance surpasses a basic level of competency attainment, understanding, and skill, and indicates an ability to integrate and apply information.

**C = Satisfactory.** Performance meets expectations for a basic level of competency attainment and understanding.

**C- or Below = Failing.** Performance does not meet passing expectations

## ADDITIONAL INFORMATION

- **Assignments** - All assignments must be submitted on the date due unless prior arrangements are made with the instructor. If you are absent from class when assignments are due, you are still required to submit them electronically on the due date. Ten percent deductions will be made each week that assignments are late.

Please make arrangements with a classmate to get information/handouts in the case of absence.

**Writing Expectations** - Spelling, grammar, punctuation, and composition will be taken into consideration when written assignments are graded. Assignments are to be word-processed, double-spaced with standard fonts (12 pt. Times/Times New Roman), and assignments should have a cover page. Assignments should be word documents (not in pdf), so that comments can be written on your document.

**Students with Disabilities** - Students with disabilities are encouraged to register with the Disabilities and Educational Resource Services (DRES). Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. Students who are approved for test-taking accommodations must provide a proctor form to their faculty member signed by a counselor in the Center prior to making testing arrangements. The Disabilities and Educational Resource Services Center is located in Bayramian Hall, Room 110. Staff can be reached at (818) 677-2684. Requests for any special accommodations must be made to the instructor in advance of any quiz, assignment, or activity. The student's qualifications for accommodation must be on file with the Student Disability Office before the request is made.

**CSUN Email** - Residents are required to have a working CSUN email account. Residents must check their email on a regular basis. While I will make every attempt to respond to your email quickly, do note that you will hear from me within 48 hours of receipt of your email if not earlier.

**Canvas** - Canvas [information](http://canvas.csun.edu) regarding the course will be posted on Canvas (<http://canvas.csun.edu>). All assignments/guidelines will be posted on Canvas. Assignment submissions will be uploaded onto Canvas by the due date.

*As an ACT Resident, you are accountable for policies, meeting expectations, and following through on professional responsibilities as stated in the ACT Handbook, unless otherwise stated in this syllabus.*

**Class Semester Schedule: SPED 579ACT Fall 2022**

**\*\*\* Session activities may be subject to change with advance notice.\*\*\***

Class Dates	Topic	Readings/Work Due
Session 1	<ul style="list-style-type: none"> <li>•Introduction to seminar, syllabus, assignments, and expectations related to fieldwork</li> </ul>	
Session 2	<ul style="list-style-type: none"> <li>•Setting up classroom environments (rules &amp; routines)</li> <li>•Preliminary eTPA</li> <li>•Lesson Planning: Components of the Lesson Plan</li> <li>•579ACT Evaluation</li> <li>•<b>Share-out on an effective practice</b></li> </ul>	
Session 3	<ul style="list-style-type: none"> <li>•Lesson Planning: Instructional Objective</li> <li>•Article #1 Discussion</li> <li>•IEP Discussion</li> <li>•Preliminary eTPA: Discussion-Task 1 - Planning</li> <li>•<b>Share-out on an effective practice</b></li> </ul>	•Article Reflection #1
Session 4	<ul style="list-style-type: none"> <li>•Preparation for First Observation – What to Expect</li> <li>•Inclusion – What Effective Inclusion Looks Like</li> <li>•IEP Discussion</li> <li>•<b>Share-out on an effective practice</b></li> </ul>	
Session 5	<ul style="list-style-type: none"> <li>•Lesson Planning: Preparation for Second Observation</li> <li>•IEP Discussion</li> <li>•Article #2 Discussion</li> <li>•Working w/paraprofessionals</li> <li>•Preliminary eTPA – Task 2</li> <li>•<b>Share-out on an effective practice</b></li> </ul>	•Article Reflection #2
Session 6	<ul style="list-style-type: none"> <li>•IEP Discussion</li> <li>•<b>Share-out on an effective practice</b></li> </ul>	
Session 7	<ul style="list-style-type: none"> <li>•Article #3 Discussion</li> <li>•Preliminary eTPA Discussion – Task 3</li> <li>•<b>Share-out on an effective practice</b></li> </ul>	•Article Reflection #3
Session 8	<ul style="list-style-type: none"> <li>•Conversations: What did you learn about teaching this semester?</li> <li>•Requirements for Spring Semester:</li> <li>•Student Teaching/Assignments</li> </ul>	

SPED 579ACT Syllabus linking page

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

Universal	MMSN	EXSN
<b>TPE1-Universal:</b> 1.1-pg 9 1.3-pg 10 1.4-pg 10 1.5-pg 10 1.6-pg 10 1.7-pg 10 1.8-pg 10	<b>TPE1-MMSN:</b> 1.1-pg 9 1.2-pg 9 1.3-pg 9	<b>TPE1-EXSN:</b> 1.1-pg 9 1.2-pg 9 1.3-pg 9 1.4-pg 10 1.8-pg 9
<b>TPE2- Universal:</b> 2.1-pg 10 2.4-pg 9 2.5-pg 10 2.6-pg 10	<b>TPE2- MMSN:</b> 2.5-pg 9 2.8-pg 10 2.9-pg 10 2.11-pg 9	<b>TPE2- EXSN:</b> 2.4-pg 9 2.8-pg 9 2.9-pg 10 2.11-pg 10 2.12-pg 10
<b>TPE3- Universal:</b> 3.1-pg 9 3.2-pg 10 3.3-pg 10 3.5-pg 10 3.6-pg 10	<b>TPE3- MMSN:</b> 3.1-pg 10 3.2-pg 9 3.3-pg 9	<b>TPE3- EXSN:</b> 3.2-pg 10 3.3-pg 10 3.4-pg 9 3.5-pg 9
<b>TPE4- Universal:</b> 4.1-pg 10 4.3-pg 10 4.4-pg 10 4.7-pg 10	<b>TPE4- MMSN:</b> 4.2-pg 10 4.3-pg 10 4.5-pg 9	<b>TPE4- EXSN:</b> 4.2-pg 9 4.4-pg10 4.6-pg 9
<b>TPE5- Universal:</b> --	<b>TPE5- MMSN:</b> 5.2-pg 10 5.3-pg 9 5.4-pg 9	<b>TPE5- EXSN:</b> 5.2-pg 10 5.5-pg 9
<b>TPE6- Universal:</b> 6.2-pg 9 6.3-pg 9 6.7-pg 9	<b>TPE6- MMSN:</b> 6.2-pg 9 6.3-pg 9 6.6-pg 9	<b>TPE6- EXSN:</b> 6.2-pg 9 6.3-pg 9 6.4-pg 9 6.5-pg 9 6.7-pg 9