San José State University
Lurie College of Education
Department of Special Education
EDSE 230A, Curriculum and Instruction M/M, Fall 2020

Course and Contact Information
Instructor: Rebecca A. Cruz, PhD
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Email: Rebecca.cruz01@sjsu.edu
Office Hours: Monday 2:00-4:00
Class Days/Time: Monday 4:00-6:45
Classroom: Online (see calendar below)

Course Format: Hybrid
This course follows a hybrid format with some lectures taking place online via zoom, but most weeks will include asynchronous online sessions. The dates of the face-to-face and online meetings are shown in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Faculty Web Page and MYSJSU Messaging
Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description
This course applies research on instructional approaches for individuals with disabilities accessing the general education curriculum throughout grades K-12. Includes curricular issues, models, and practices related to teaching students with mild to moderate disabilities in the content areas, with an emphasis on core curriculum, evidence-based instructional strategies, and literacy. Includes material on socio-cultural propensities of diverse groups and theories of culturally relevant pedagogy.
Course Goals
This course is intended to assist students to meet the competencies specified in both the Mild/Moderate Standards Teaching Performance Expectations (TPE) and in the Universal Teaching performance Expectations:

M.M Standards addressed: 1.4, 2.1, 2.10, 2.8, 2.11, 4.4, 4.1, 4.6, 5.2  
Universal TPEs addressed: 1.4, 1.8, 2.2, 3.1, 3.3, 3.7, 4.1, 4.4, 4.6, 5.8, 6.1, 6.3

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:
1. Identify and implement specific evidence-based/high leverage instructional strategies for teaching students with disabilities in a variety of instructional settings across content areas.
2. Describe the components of explicit direct instruction.
3. Describe the components of Universal Design for Learning
4. Develop and analyze lesson plans that address discipline specific standards with related activities and assessments
5. Create a unit-level scope and sequence to provide instruction and interventions to students with disabilities.
6. Identify and deliver supports in a variety of classroom settings and content areas, in collaboration with multiple stakeholders (e.g., paraprofessionals, families, coteachers, etc).

Required Texts/Readings

Textbook
- No textbook required for this course. All resources and readings will be provided on Canvas throughout the semester.

Other technology requirements / equipment / material
Students will need access to Microsoft or Google Application Suites that include word processing and spreadsheets. All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with “sjsu.edu”) to learn of any updates. For Canvas support, please review the Canvas Student Resources.

Course Requirements and Assignments
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

**All assignments are due on the day indicated in the course schedule via Canvas at the start of class, 4:00PM.**
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Objectives</th>
<th>Aligned TPEs</th>
<th>CLOs</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry Project</td>
<td>You will plan, teach, and analyze a lesson segment, with a focus on knowledge of the material learned and application of strategies.</td>
<td>M/M 1.4</td>
<td>CLO 1</td>
<td>25 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M/M 2.1</td>
<td>CLO 2</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>M/M</td>
<td></td>
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<tr>
<td>Lesson Plan Analysis</td>
<td>You will be asked to review a lesson from a pre-service general education candidate. Using a rubric to be discussed in class, you will provide specific and useful feedback on the lesson from UDL and culturally responsive frameworks.</td>
<td>M/M 1.4</td>
<td>CLO 1</td>
<td>25 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M/M 2.1</td>
<td>CLO 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>M/M 2.10</td>
<td>CLO 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M/M 2.8</td>
<td>CLO 5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>M/M 4.6</td>
<td>CLO 6</td>
<td></td>
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<tr>
<td>Content Area Unit Scope and Sequence with lesson segment (This assignment is the culminating project for the course)</td>
<td>You will create a one- to two-week standards-based instruction plan that incorporates connected activities. You will be responsible for planning activities that incorporate both EDI and UDL frameworks. You will develop instructional content, resources, and strategies that respond to cultural, linguistic, and learner differences, and plan authentic assessments to measure student mastery of the skills taught in the unit. You will develop plans that embed evidence-based/high leverage instructional strategies, resources, and technological tools that meet the needs of diverse learners in a domain specific content area. Finally, you will teach one activity within the unit, and reflect on the process.</td>
<td>M/M 1.4</td>
<td>CLO 1</td>
<td>50 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M/M 2.1</td>
<td>CLO 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>M/M 2.8</td>
<td>CLO 3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>M/M 4.1</td>
<td>CLO 4</td>
<td></td>
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<td></td>
<td></td>
<td>M/M 5.2</td>
<td>CLO 5</td>
<td></td>
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<tr>
<td>Participation Activities</td>
<td>During our online and zoom sessions, you are expected to participate in activities that will enhance your understanding of how to plan instruction for a variety of diverse learners. You will earn points for your participation in various online and zoom activities throughout the semester. Points will be assigned for the thoughtful completion of each online and in-class activity listed on the Course Schedule; points will be deducted for incomplete or inadequate responses.</td>
<td>All</td>
<td>All</td>
<td>25 points</td>
</tr>
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**Grading Information**

**Determination of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>94 to 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>90 to 93%</td>
</tr>
<tr>
<td>B +</td>
<td>88-89</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B -</td>
<td>80-82</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C +</td>
<td>78-79</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C -</td>
<td>70-72</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D +</td>
<td>68-69</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D -</td>
<td>60-62</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
<td>0 to 59%</td>
</tr>
</tbody>
</table>
California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in M/M should, therefore, strive to earn a grade of B or higher in all credential coursework.

Course Attendance and Late Work Policy

1. **Attendance:** Class attendance and participation in zoom lectures is mandatory. Late arrivals and early departures from the zoom session of more than 15 minutes will result in grade deductions. Cumulative tardies or arriving more than one hour late or leaving one hour early will be considered as a class absence. You are permitted one absence without penalty. If you are absent from 2 class sessions, your grade will be lowered by half a letter grade (e.g., from an A to an A-). If you are absent from 3 class sessions, your grade will be lowered by a full letter grade (e.g., from an A to a B). Students who miss four or more class sessions should petition to withdraw from the course, regardless of the reason. Though the non-zoom online sessions are asynchronous, participation in all required activities reflects your attendance. Failure to complete any of the assigned tasks during online sessions will result in an absence for that class session. Online activities need to be completed by 4:15pm the following Monday. *Late assignments will not be accepted. Please plan accordingly.*

Classroom Protocol

1. Actively participate in zoom discussion and online activities. Respect others in class and show tolerance for viewpoints different than one’s own. Everyone’s voice is valued, and we all have much to learn from each other.
2. Be respectful with technology.
3. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

University Policies

Per University Policy S16-9, relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page, which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

**Accommodations for Students with Disabilities**

Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7 requires students to obtain instructor’s permission to record the course. The following criteria define expectations relating to recording a course.

- Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material
such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

- You must obtain the instructor’s permission to make audio or video recordings in class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.
- Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Counseling and Psychological Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at [http://www.sjsu.edu/counseling](http://www.sjsu.edu/counseling).

INCOMPLETE POLICY

An “Incomplete” is given only at the discretion of the instructor.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at [http://www.sjsu.edu/senate/docs/F13-1.pdf](http://www.sjsu.edu/senate/docs/F13-1.pdf) for more details

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.
# Course Schedule

Course Schedule (bold assignments are assigned that week, and due the next week unless otherwise specified)

*We will meet as a class on Zoom on the dates noted*

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meeting

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | 8/24 - meets via zoom | • Introduction and Overview of Syllabus  
• Review CCSS and NGSS standards  
**Zoom activity:** Introductions, CCSS Observations/reflections  
**Discussion Post:** Introduction Artifact | • Complete course introduction surveys |
|      | 8/31 | • Universal Design for Learning Introduction  
• UDL under the umbrella of CRP  
**Reading:** View Dr. Katie Novak’s materials on Culturally sustaining universally designed instruction slides  
**Discussion Posts:** Identifying barriers to learning  
Reflection on Dr. Novak’s materials | • Introduction artifact |
|      | 9/7  | Labor Day – Campus Closed | |
| 2    | 9/14 - meets via zoom | • Multiple means of representation  
**Zoom activity:** What is a Fugue? and Lexile reading  
**Discussion post:** Infographics reflection  
Talk about lesson plan analysis assignment | • Identifying barriers to learning worksheet  
• Reflection on Dr. Novak’s materials |
|      | 9/21 | • Multiple means of engagement  
**Reading:** None – focus on activities  
**Discussion post:** ELA and Math Google Slides virtual group activities  
Modifying lessons to support engagement reflection  
Teaching video analysis | • Infographics reflection |
| 5    | 9/28 | • Multiple means of action and expression  
**Readings:** View/read UDL math lesson materials  
**Discussion post:** Review of UDL math lesson worksheet  
Work on Lesson Plan Analysis | • Google slides activities  
• Teaching video analysis OR  
Modifying lessons reflection |

## Module 1: Universal Design for Learning

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 6    | 10/5 | • Discipline Based Literacy – History and Social Studies  
**Reading:** TBD  
**Discussion post:** Elements of History lesson | • Lesson Plan Analysis due  
• Review of UDL math lesson worksheet |
| 7    | 10/12 | • Discipline Based Literacy – Math  
• TRU Math dimensions | • Elements of a history lesson post |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 8    | 10/19      | **Reading**: https://dpi.wi.gov/math/disciplinary-literacy  
**Discussion post**: Video analysis using TRU framework | **TRU framework video analysis**        |
|      |            | • Discipline Based Literacy – Science/NGSS  
**Reading**: https://dpi.wi.gov/science/disciplinary-literacy/resources#Specific%20Strategies  
**Discussion post**: WISE curriculum |                                        |
|      |            | **Module 3: Inquiry, Explicit Instruction, and Complex Instruction**                          |                                        |
| 9    | 10/26 - meets via zoom | • Inquiry based instruction  
**Reading**: Harper & Edwards (2011)  
**Zoom Activity**: No more cookbook lessons  
Talk about Inquiry project | **WISE curriculum**                      |
| 10   | 11/2       | • Gradual release of responsibility  
• Explicit, Direct Instruction  
• High Leverage Practices  
**Reading**: Fisher & Frey (2011)  
**Discussion posts**: Reflection of HLP videos | **None**                                |
| 11   | 11/9 - meets via zoom | • Complex Instruction  
**Zoom Activity**: Youcubed.org activity  
Answer any questions about Inquiry project | **Reflection of HLP videos**             |
|      |            | **Module 4: Features of Instructional Planning**                                             |                                        |
| 12   | 11/16      | • Backward design  
• Short- and Long-term planning  
• Collaboration with co-teachers, paraprofessionals, and families  
**Readings**: Scruggs & Mastropieri (2017)  
**Discussion posts**: Choose one: Paras, coteaching, or families | **Inquiry Project Due**                  |
| 13   | 11/23      | • Checking for understanding  
• Student work analysis  
• Formative, summative, and performance assessments  
• Providing feedback and teaching from misconceptions  
**Reading**: Black et al., (2004)  
**Discussion posts**: Systems of Equations activity | **Choice of discussion post**           |
| 14   | 11/30      | • IEPs, content standard goal writing, and progress monitoring  
**Readings**: View IRIS module  
**Discussion posts**: IRIS module on IEPs | **Systems of equations**                |
| 15   | 12/7 - meets via zoom | • Time to work on unit plan together  
• Post surveys due | **IRIS module IEPs assessment questions**  
**Post Surveys**                  |
| 16   | 12/14      | • Final unit plan due | **Final unit plan due**                |