

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education
Department of Special Education
SPED 490
Intern Support Seminar

Fall 2022

Location: Mondays from 7:00-9:45 in CP 127

Instructor: Melinda R. Pierson, Ph.D.

Office: College Park 570-17

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Office hours: Mondays, Tuesdays, Thursdays 3-4, and by appointment

Technical support:

- Student Help Desk (657) 278-8888
- StudentITHelpDesk@fullerton.edu
- [Student IT Help Desk Website](#)
- Chat with IT: Log into: [CSUF Portal](#) and Click *Online IT Help* Click on *Live Chat*

COMMON SYLLABI ELEMENTS

College wide information, university resources, policies and required syllabi elements can be found on our [COE website](#)

COURSE DESCRIPTION

This course is a support seminar for interns who are contracted Education Specialists in the areas of Mild/Moderate Supports, Extensive Needs Supports, and Early Childhood Special Education. Support areas will include behavior, laws and regulations, curriculum and instruction, assessment, individualized support plans, inclusive practices, and collaboration with paraprofessionals.

*Note: This course cannot be taken for graduate credit.

DEPARTMENT OF SPECIAL EDUCATION MISSION STATEMENT

The mission of the Department of Special Education is to develop quality teachers who value lifelong learning. We provide credentials for teachers specializing in:

- Mild/Moderate Supports
- Extensive Supports
- Early Childhood Special Education

The program is designed to train educational generalists in an inclusive non-categorical approach for children with heterogeneous special needs. We believe in collaborations with general education, special education, all service providers, parents, and the community. We train teachers in pedagogy that are multi-paradigmatic and provide a variety of theoretical perspectives related to teaching. The primary teacher focus should be to meet the individual needs of the child and family. The instructional curriculum provides credential and master's degree candidates with a broad background in the physiological, environmental and social aspects of exceptionality. Candidates will learn effective research-based teaching strategies, characteristics, interdisciplinary/collaboration skills, plus transition and positive behavior support, as each established a conceptual base of understanding of persons with disabilities.

COURSE PREREQUISITES/COREQUISITES

NONE

STUDENT LEARNING GOALS AND RELATED OBJECTIVES

1. Review current research and professional practice relevant for intern Education Specialists.
2. Demonstrate competency in managing and organizing a classroom with first- and second-language learners who have disabilities.
4. Explain effective program design and structures for English learners with disabilities.

NATIONAL STANDARDS ALIGNMENT ISTE /INTERNATIONAL COUNCIL FOR EXCEPTIONAL CHILDREN STANDARDS

Our programs are informed by ISTE and/or International Council for Exceptional Children Standards. More information on these standards can be found at <http://www.iste.org/> and <http://www.cec.sped.org/>

REQUIRED TEXTS

NONE

OTHER REQUIRED MATERIALS

NONE

COURSE COMMUNICATION AND RESPONSE TIME

All course announcements and individual email are sent through Titanium or Canvas, which only uses CSUF email accounts. Therefore, you MUST check your CSUF email on a regular basis (several times a week) for the duration of the course. The instructor will respond to all emails within 48 hours except on weekends.

EMERGENCY COMMUNICATION

Campus emergency communication is done via a voice message, text and/or an email. Go to your Portal to review your contact information.

GRADING POLICY AND GRADING STANDARDS FOR THE COURSE

Late posts will not be accepted. All your posts will be read and evaluated with special attention to several areas:

- Relevance to topic
- Evidence of thought/reflection (i.e. reactions have their time and place in online discussion, but so do extended thought and rumination)
- Evidence of critical thinking (i.e. these discussion topics ought to elicit some analysis on your part: ask questions, and more questions; posit some explanations, hypotheses, and original ideas. What do *you* think?)
- Collegiality — adherence to the norms of courtesy appropriate in academic (but informal) discussion

Grading Percentages And Corresponding Letter Grades		
Grade	Percentage Range	Point Range
A	100% - 94%	300-282
A-	93% - 90%	281-270
B+	89% - 87 %	269-261
B	86% - 84%	260-252
B-	83% - 80%	249-240
C+	79% - 77%	239-231
C	76% - 74%	230-222
C-	73% - 70%	221-210
D+	69% - 67%	209-201
D	66% - 64%	200-192
D-	63% - 60%	191-180
F	59%<	179<

ASSIGNMENT DESCRIPTIONS

Participation Activities (10 points each – 10 documented activities as listed below in the Course Schedule which equal 10 points each) – 100 points total

Sample Participation Activities (choose 10 total!) – write a one page summary about the event, webinar, workshop, module, etc. Include how this topic/information will inform and improve your classroom practice.

1. Attend a Tuesday SPED Department support workshop (schedule posted in Canvas)
2. Reflection paper (you may do 2 total per semester to equal 2 documented activities)
3. Attend an Education Week event (schedule will be posted on Canvas)
4. Advertised webinars/conferences throughout the semester that are posted on Canvas
5. Modules as presented in class or online through Canvas
6. Other school district training, webinars, workshops, etc. as approved by Dr. Pierson

Individual Intern Support

Depending on each intern's needs, meetings, observations, phone conferences, etc. will be set up with Dr. Pierson throughout the semester.

ALTERNATIVE PROCEDURE FOR SUBMITTING WORK

In case of technical difficulties with Titanium/Canvas, the instructor will communicate with students directly through CSUF email, and assignments can be sent through email. In the case email doesn't work, students should call the department coordinator at 657-278-5453 for further direction.

TENTATIVE SCHEDULE

DATE	TOPICS
8/22/22	Introductions, Overview, Resources
8/29/22	Setting Up the SPED Classroom: Where to Begin Review all resources on classroom set up
9/5/22	LABOR DAY – NO CLASS
9/12/22	Successful IEPs Review all resources on IEPs
9/19/22	Successful Assessment Practices Review all resources on assessment
9/26/22	Supporting Paraprofessionals Review all resources on paraprofessionals Participation Activity due (#1)
10/3/22	Participation Activity due (#2)
10/10/22	Classroom Management Success Review all resources on classroom management Participation Activity due (#3)
10/17/22	Review Laws and Legislation Review all resources on laws and legislation Participation Activity due (#4)
10/24/22	Wellness: Anxiety and Stress Reduction Review all resources on wellness Participation Activity due (#5)
10/31/22	HALLOWEEN – NO CLASS Participation Activity due (#6)

11/14/22	<p style="text-align: center;">EDUCATION WEEK Attend an Education Week event! Participation Activity due (#7)</p>
11/21/22	<p style="text-align: center;">THANKSGIVING WEEK – NO CLASS</p>
11/28/22	<p style="text-align: center;">Positive Behavior Tips and Techniques Review all resources on behavior Participation Activity due (#8)</p>
12/5/22	<p style="text-align: center;">Observe another SPED Teacher for one instructional block Participation Activity due (#9)</p>
12/12/22	<p style="text-align: center;">Wrap up and Reflections Final Participation Activity due (#10)</p>
12/19/22	<p style="text-align: center;">FINALS WEEK Support Log due English Learner Log due (both to your supervisor and to the SPED 490 Instructor)</p>