



EDT4061/EDU6061 — School of Education
Notes to the Professor from Jennifer Kritsch (Syllabus Lead)
jkritsch@pointloma.edu

****Be sure to remove this page upon distribution to students. If you have any questions about these requirements, please ask the program director****

This course requires you to assign a:

- X** Course Performance Task, uploaded to Taskstream by the candidate
- Disposition Assessment, completed by both candidates and professor in Taskstream
- X** 20 hours of fieldwork as a course requirement

*please see the syllabus for details about each assignment above marked by an “X”.

An Important Feature of this course:

This course may have candidates who are completing the ISEE (degree completion program) as well as candidates in the graduate program.

This course focuses on ensuring candidates collaboratively and effectively provide safe educational environments and practices for all students and families based on individualized and unique needs.

When covering the syllabus with the class:

1) Be sure to read together the attendance policy in order to avoid misunderstanding later in the quad. We ask that each professor adhere to the attendance policy reflected in the syllabus. See notes in syllabi regarding the attendance policy and include the below information that is applicable to your course in the syllabi:

Note: Face-to-face courses

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Graduate and Professional Studies Catalog for additional detail.

Note: Fully online courses (synchronous or asynchronous)

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

Note: Hybrid courses

At Point Loma Nazarene University, attendance is required at all scheduled classes. Adult Degree Completion courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online. Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a



substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week.

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPAA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

Note: Hybrid/Online Courses 14 to 15 Weeks 1 Unit

Students taking hybrid/blended courses lasting over 14 weeks are expected to attend each week of the course. Attendance is defined as logging into the course each calendar week to check on updates and announcements. In addition, students must participate in the academic graded activities during the calendar week the assignments/activities are due. Students must also attend all scheduled face-to-face meetings. Students who do not attend at least once in any given calendar week will be issued an attendance warning. Students who do not attend at least once in any two consecutive weeks in the online will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

2) Review your class participation policy and late work policy, being clear about any point value loss associated with those situations.

3) Call attention to the PLNU Catalog Policy Links in case candidates want to read policies directly from the PLNU Catalog.

4) Make it clear that EVERY candidate in the School of Education, regardless of which degree program they are in, must have a Taskstream account. Each student will be issued a Taskstream account, any questions about your Taskstream account should be directed to soeassessment@pointloma.edu.

5) If this is an online course, reiterate on the opening page, and with an initial announcement **one week before the course begins**, the attendance policy for online courses.

6) Remind candidates that they must have all fieldwork prerequisites in order to remain enrolled in the course by Friday of the first week of the quad.



Reading the Syllabus

Items in this syllabus are tied to specific TPEs and may not be changed. A performance task is considered the culminating project of this course and is tied to TPEs. It may not be altered or changed and must be uploaded to Taskstream.



EDT4061/EDU6061: Supportive Environments & Plans for Students with Exceptionalities (3 units)

All 3-unit quad courses meet for 45 clock hours. In addition to the 8 weeks of scheduled classes, additional hours of instructional time will be designated by the instructor to fulfill this requirement. Additionally, two (2) hours of homework is customary for every hour of seat time to fulfill the requirements of this course.

PLNU Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower



PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Conceptual Framework

- **Equip** the candidate with a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- **Transform** the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- **Empower** the candidate to sustain a high level of mastery and demonstration of continual transformation in their professional practice.

Course Description (from the PLNU Catalog)

Candidates will explore historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education for individuals with disabilities. This course focuses on ensuring candidates collaboratively and effectively provide safe educational environments and practices for all students and families based on individualized and unique needs. These needs will be reviewed as a means to ensure students' overall access to educational environments while highlighting specific student abilities and challenges in areas of communication, learning, social, physical movement, mobility, sensory, emotional supports, and adaptive needs.

Field narrative:

Field-based experiences are threaded throughout the course where candidates will engage in translating research and theory into practice. Candidates will complete 20-hours of field observations over the 8-week course. Candidates may not begin field observations until they have provided all required pre-requisite documentation and have been cleared by the field coordinator.



Course Expectations & PLNU Policies

Dispositions of Noble Character

Dispositions are not formally assessed in this course. This course does not require the candidate and the course professor to complete a formative assessment of the Dispositions of Noble Character.

Method of Evaluation

Assignments in this class are assigned a point value. Point values are shown on the assignment chart. At the end of the semester, a letter grade for the course will be based on the following scale:

A 93-100 %	A- 90- 92%	B+ 87- 89%	B 83- 86%	B- 80- 82%	C+ 76- 79%	C 73- 75%	C- 70- 72%	D 60- 69%	F Below 59%
-------------------------	-------------------------	-------------------------	------------------------	-------------------------	-------------------------	------------------------	-------------------------	------------------------	--------------------------

State Authorization (For fully online courses only)

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

Incomplete and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances. **Late assignments are only accepted 3 days past the deadline. All late assignments are subject to a 30% point deduction. Exceptions can only be made with evidence of extenuating circumstances.**

Incomplete Grades

All work is due by the last day of the quad. Grades will be calculated accordingly. A grade of incomplete is given for work which has been partially completed in a satisfactory manner, but which, for valid reasons such as illness or death in the family, is not finished. (Instructor must be notified and an action plan for completion is developed.) The grade of incomplete must be made up by the end of the next regular semester. Until the work is completed, a grade of Incomplete is considered an F in determining the student's grade point average and eligibility for financial assistance.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the



Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

Course Modality Definitions

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Use of Technology (*Note: Add this section if teaching an Online or Hybrid course*)

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available



through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU Spiritual Care

Bakersfield Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Bakersfield campus we have an onsite chaplain, Rev. Brent Kall, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Brent Kall, you can contact him directly at bkall@pointloma.edu. Also, there is a weekly Email Newsletter called “The Encourager” that provides a brief devotional and all his contact information.

Balboa Campus:

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at KevinPortillo@pointloma.edu.

Liberty Station Campus:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Liberty Station campus we have an onsite chaplain, Rev. Dave Hazel, who is available during class break times across the week. If you have questions, desire to meet or share a prayer request with Rev. Hazel you can contact him directly at dhazel@pointloma.edu or feel free to call or text (913-231-3975).

Mission Valley:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mcvhaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong’s cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.



Course Learning Outcomes

At the conclusion of this course, candidates will be able to demonstrate the following:

Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module One: Course Introduction and History</u></p> <p>1. Candidates will demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities</p>	<p>MM6.3</p> <p>EX6.4</p> <p>Introduced, Practiced, Assessed</p>	<p>I: IDEA Series Chapter Readings Reflection</p> <p>P: Historical Interventions Discussion Board</p> <p>A: Performance Assessment</p>	<p><u>Module One: Course Introduction and History</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Course Introductions • Overview of Course Syllabus • IDEA Disability Categories • Historical components related to legal, medical, pedagogical, and philosophical models of social responsibility in education 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>
<p><u>Module One: Course Introduction and History</u></p> <p>2. Candidates will demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction</p>	<p>MM3.2</p> <p>EX3.4</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Learning for Justice Understanding Disability Reading Reflection</p> <p>P: Learning for Justice Lesson Plan</p> <p>P: Host Teacher Interview (Fieldwork)</p> <p>P: Disability Impact Discussion Board</p> <p>A: Performance Assessment</p>	<p><u>Module One: Course Introduction and History</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Impact of disability on learning, skill development, social-emotional development, mental health, and behavior • Access to related services and supports <ul style="list-style-type: none"> • Organization of instruction based on disability needs 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p> <p><u>Learning for Justice UDL Lesson Plan:</u></p> <p>EXSNC1.R.1.5 EXSNC1.R.1.1 EXSNC1.R.1.4</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module Two: Other Health Impairment</u></p> <p>3. Candidates will demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.</p>	<p>MM.6.5</p> <p>EX.6.6</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Better Health Chronic Illness Infographic</p> <p>P: Fieldwork Demographics Form</p> <p>A: Performance Assessment</p>	<p><u>Module Two: Other Health Impairment</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Health and illness related disabilities • Family Experiences with children with health, degenerative, and hospitalization needs 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>
<p><u>Module Three: Deaf, Blind, and Vision Needs</u></p> <p>4. Candidates will 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, using assessments to guide program development.</p>	<p>EX2.3</p> <p>EX4.2</p> <p>Introduced, Practiced, Assessed</p>	<p>I: National Center on Deaf-Blindness Overview Reading and Reflection</p> <p>P: Discussion Board Communication Rich Environments</p> <p>P: Discussion Board Characteristics of Good Programs</p> <p>P: Speech and Language Pathologist Interview</p> <p>A: Performance Assessment</p>	<p><u>Module Three: Deaf, Blind, and Vision Needs</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Blind and vision needs characteristics • Communication rich environments 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module Three: Deaf, Blind, and Vision Needs</u></p> <p>5. Identify the unique features of deaf-blindness and demonstrate an understanding of the structure and function of auditory and visual sensory systems on the impact of communication, learning, and accessing environments.</p>	<p>EX.1.3</p> <p>Introduced, Practiced, Assessed</p>	<p>I: National Center on Deaf-Blindness Overview Reading and Reflection</p> <p>P: Speech and Language Pathologist Interview</p> <p>A: Performance Assessment</p>	<p><u>Module Three: Deaf, Blind, and Vision Needs</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Deaf disability characteristics • Structure and functions of auditory and visual sensory systems • Impact of deaf/blind/vision on communication, learning, and access within environments 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>
<p><u>Module Four: Traumatic Brain Injury</u></p> <p>6. Candidates will demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function</p>	<p>MM2.11</p> <p>EX2.14</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Transitioning Back to Class Article Reading and Reflection</p> <p>P: TBI Characteristics and Classroom Implications</p> <p>A: Performance Assessment</p>	<p><u>Module Four: Traumatic Brain Injury</u></p> <ul style="list-style-type: none"> • TBI characteristics • Classroom implications 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module Four: Traumatic Brain Injury</u></p> <p>7. Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).</p>	<p>MM4.5</p> <p>EX4.6</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Transitioning Back to Class Article Reading and Reflection</p> <p>P: Instructional Challenges and TBI</p> <p>A: Performance Assessment</p>	<p><u>Module Four: Traumatic Brain Injury</u></p> <p><u>Concepts to be Learned:</u></p> <ul style="list-style-type: none"> • Neurology of head injuries • Neurological retainment of information, memory processing, neuro behavioral issues 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module Four: Traumatic Brain Injury</u></p> <p>8. Candidates will possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.</p>	<p>MM6.6</p> <p>EX6.7</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Transitioning Back to Class Article Reading and Reflection</p> <p>P: TBI Characteristics and Classroom Implications</p> <p>A: Performance Assessment</p>	<p><u>Module Four: Traumatic Brain Injury</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Loss of abilities with TBI • Short and long-term effects of TBI • Family experiences of TBI 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>
<p><u>Module Five: Healthcare Needs</u></p> <p>9. Candidates will demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings</p>	<p>MM6.4</p> <p>EX6.5</p> <p>Introduced, Practiced, Assessed</p>	<p>I: California Law of Emergency Plans Reading and Reflection</p> <p>P: District/School Nurse Interview</p> <p>P: Orthopedic Impairment Individual Healthcare Plan</p> <p>P: Individual Healthcare Plan Brochure</p> <p>A: Performance Assessment</p>	<p><u>Module Five: Healthcare Needs</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Orthopedic Impairments • IDEA law of specialized healthcare • Individual Healthcare Plans • District/school nurse responsibilities and collaborative practices 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module Five: Healthcare Needs</u></p> <p>10. Candidates will utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.</p>	<p>EX2.2</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter Reading: Understanding Individuals with Physical, Health, and Multiple Disabilities and Reflection</p> <p>P: Individual Healthcare Plan Brochure</p> <p>P: Interview district/school nurse</p> <p>A. Performance Assessment</p>	<p><u>Module Five: Healthcare Needs</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Collaboration and consultation for developing Individual Healthcare Plans 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>
<p><u>Module Five: Healthcare Needs</u></p> <p>11. Candidates will demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include</p>	<p>MM2.2</p> <p>EX2.6</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter Reading: Understanding Individuals with Physical, Health, and Multiple Disabilities and Reflection</p> <p>P: Orthopedic Impairment Individual Healthcare Plan</p> <p>P: Individual Healthcare Plan Brochure</p> <p>P: Interview district/school nurse</p> <p>A. Performance Assessment</p>	<p><u>Module Five: Healthcare Needs</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Movement supports • Independent mobility • Sensory needs • Safe environments: Classrooms, schools, and community 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p>barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.</p>				
<p><u>Module Six: Movement</u></p> <p>12. Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.</p>	<p>MM2.3</p> <p>EX2.7</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Chapter Reading: Understanding Individuals with Physical, Health, and Multiple Disabilities and Reflection</p> <p>P: Orthopedic Impairment Individual Healthcare Plan</p> <p>A. Performance Assessment</p>	<p><u>Module Six: Movement</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Movement • Multiple disabilities 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>
<p><u>Module Seven: Assistive Technology</u></p> <p>13. Candidates will demonstrate understanding of <i>mandated</i> considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.</p>	<p>EX1.2</p> <p>Introduced, Practiced, Assessed</p>	<p>I: Federal Laws and Regulations on Assistive Technology Article and Reflection</p> <p>P: CTD Answers Questions about AT video and Application</p> <p>A. Performance Assessment</p>	<p><u>Module Seven: Assistive Technology</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> • Mandated law regarding assistive technology and augmentative and alternative communication 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p>



Course Learning Outcome (CLO)	TPE	Assessment	Conceptual Framework	TPA Connection
<p><u>Module Seven: Assistive Technology</u></p> <p>14. Candidates will use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.</p>	<p>EX2.1</p> <p>Introduced, Practice, Assessed</p>	<p>I: A Day with MOVE Video and Reflection Notes</p> <p>P: Assistive Technology Device Demonstration Discussion Board (Fieldwork)</p> <p>P: A Day with MOVE Application</p> <p>A. Performance Assessment</p>	<p><u>Module Seven: Assistive Technology</u></p> <p><u>Concepts to be Covered:</u></p> <ul style="list-style-type: none"> ● Assistive Technology <ul style="list-style-type: none"> ○ safe techniques ○ procedures ○ materials ○ adaptive equipment ○ health/mobility in safe spaces ○ lifting ○ positioning ○ instructing ○ supervising other personnel engaging in mobility practices 	<p><u>Performance Assessment:</u></p> <p>EXSNC1.R.1.8 MMSNC1.R.1.1 MMSNC1.R.1.4 MMSNC1.R.1.7 MMSNC1.R.1.8</p> <p><u>Assistive Technology Demonstration Discussion Board:</u></p> <p>EXSNC2.R.2.4 MMSNC2.R.2.4</p>



Course Texts

Required Resources:

Heumann, J. E., Joiner, K., & Beacon Press. (2020). *Being Heumann: An unrepentant memoir of a disability rights activist*. Beacon Press.

Course Assignment Descriptions

Course Assignments and Activities:

Reading Reflections:

This course has several readings that you must complete during each module. You are required to read all assigned pages from course texts as well as all web links and lectures each week.

- **Week 1: IDEA Series Chapters 1, 2, and 3 (30 points)**

https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf

Review: <https://www.learningforjustice.org/classroom-resources/lessons/understanding-disabilities>

Please respond to the following prompts in a minimum of 300 words:

What is your definition of the word *disability*?

What experiences or perceptions have shaped your definition?

How do disabilities impact student learning, skills development, social-emotional development, mental health, and access to related services and supports?

How do contemporary legal, medical, pedagogical, and philosophical models of social responsibility implicate your classroom practice?

- **Weeks 2-7:** Read book study (two chapters per week, 12 chapters total), *Being Heumann*, and respond to reflective discussion prompts

Assignments:

- **Chronic Illness Infographic (25 points):**

Candidates will explore the 12 sections of the Better Health resource at <https://www.betterhealth.vic.gov.au/health/healthyliving/chronic-illness-coping-at-school#chronic-illness-affecting-children> to understand the impact of chronic illness on students within the school environment.

Candidates will then develop and submit a 10-point infographic outlining ten critical practices for supporting students with chronic illness in the classroom or on the school campus. The infographic can be a traditional infographic, a visually appealing fact sheet, or a ten-slide presentation.

MM6.5 & EX6.6

- **Individual Education Plan Review and Analysis (36 points):**



Candidates will review three IEPs (provided below) of students with the federal eligibility diagnosis'. Emphasis will be given to elements of the IEP that *focus on communication and language development and language-rich environments*.

Candidates will complete a written analysis *in regards to language/communication needs ONLY* in each IEP and outline the following:

- 1) types of assessments used;
- 2) the IEP goals related to the assessment findings;
- 3) the recommended curriculum accommodations and modifications;
- 4) behavior supports for the student;
- 5.) the progress monitoring plan;
- 6.) summary of the alignment of language needs and supports outlined in the IEP (Alignment - meaning that language needs/next steps outlined in the IEP are met through strategies, goals, placement, etc. If not, what should be included? This may include recommendations for what to add? Remove?).

The analysis of the IEPs will address both compliance and quality of the focus elements of the plans. *Candidates will complete the template provided here ([IEP Analysis Chart.docx](#)) to organize their analysis responses. If any of the above information is not listed for a specific component, indicate "none found" on the chart.*

Submit the IEP Analysis Chart to Canvas under this assignment (IEPs to reference will be available in Canvas).

• TBI, Instructional Challenges, and Support Toolbox (50 points):

After in-class discussions and the review of [After a Traumatic Brain Injury: Transitioning Back to Class](#), candidates will reflect an understanding of core challenges associated with the neurology of TBI and the required adjustment of teaching strategies based on the unique profile of students. The candidate will develop an idea bank toolbox that includes two practices/strategies/resources for *EACH* of the following educational areas/needs:

1. cognition support
2. language support
3. memory support
4. attention support
5. reasoning support
6. abstract thinking
7. judgment development
8. problem-solving development
9. sensory support



10. perceptual development
11. motor abilities
12. psychosocial behavior development
13. physical functions
14. information processing support
15. speech development

Candidates will be required to cite where the information was found in APA format For example, citations may look like the following: (Center for Disease Control, 2021); (John Hopkins Medicine, 2018); (Barman et al., 2016); (California Department of Education, n.d.) n.d. = no date

Candidates can develop the toolbox as a chart, slide presentation, or other Professor approved format and will submit their toolbox to Canvas.

MM4.5 & EX4.6

• Individual Healthcare Plan Pamphlet Guide (50 points):

Candidates will design a pamphlet guide to address best practices in the use of the array of specialized health care and supports included in a student's Individualized Health Care Plan (IHCP). The IHCP is developed in collaboration with a school nurse to support a safe environment and implement specialized health care methodologies, regulations, and technical procedures required by students with OI who require medical services in school not requiring a physician, the pamphlet guide will be at least 2-3 pages and will address the following components and issues:

1. Policies and Procedures - Include what policies and procedures a school district would need for this OI category. Include policy and procedures for OI services and what would be needed to provide an individualized IHCP.
2. Safe Environment - Considering the OI category what specific universal health procedures would be needed to build and maintain a safe environment; receiving medications; emergency –response plans; instructions on how to inventory and regularly check emergency medical kits; instructions on storage and administration of medications; standard first aid procedures.
3. Equipment Overview - Review of how to use and maintain specialized equipment, mobility devices, and sensory accommodations that might be needed for this category.
4. Goals Template - Descriptions of sample health goals and adaptations to school regimens for this category.
5. Transition Plan - Plans for the transition from hospital to school if the student has been hospitalized for this category
6. DIS services - Descriptions of occupational, physical, respiratory, or other therapy the student might receive at school, or, if not at school, how the therapies affect the student's education for this category.

Candidates may develop a brochure, visual fact sheet, or slide presentation for this assignment and submit it to Canvas.

MM2.3, MM6.4, EX2.2, EX2.7

• Classroom Healthcare Support Plan (30 points):



Read *Understanding Individuals with Physical, Health, and Multiple Disabilities*, [Chapter 1 Understanding.pdf](#)

Next, revisit <http://aasep.org/professional-resources/exceptionalstudents/orthopedicimpairment/index.html> from last week and click on your previously selected OI category (spina bifida, cerebral palsy, etc) . Focus on the sections that describe the limitations of movement, mobility and/or sensation for a student with that specific OI disability.

Using this new information, and the Individual Healthcare Plan (IHP) you built last week, develop a classroom support plan that organizes a safe physical space that includes barrier-free space for independent mobility, adequate storage and operation of medical equipment, and other mobility and sensory accommodations. What are the priorities in the design of your support plan for this student demographic? How will movement and mobility components be addressed to ensure all students access to the environment? How will medical equipment or mobility equipment be used and stored? What sensory needs must be considered in the environment based on the setting and systems in place? Please provide a visual of the classroom layout (digital or real-world) to connect to the concepts you are discussing as part of your plan.

Candidates may develop a slide presentation, video recording discussing the questions with responses, essay outline of responses or another professor-approved deliverable for submission to Canvas.

MM2.3, EX2.7, MM2.2, & EX2.6

• CTD and Questions about AT (20 points):

Candidates will watch “*CTD Answers Questions about AT*” at <https://www.ctdinstitute.org/library/2018-09-20/ctd-answers-your-questions-about>.

Candidates will write down 5-6 questions that are addressed during the webinar. For each question addressed, describe how this information could help any of the students that have been observed in their fieldwork settings or within your own classroom access the environment.

Please submit your questions and reflective thoughts and responses in Canvas.

EX1.2

• Assistive Technology Demonstration (50 points):

Candidates will select and sign-up for an assistive technology device. Only one candidate can select a specific device. Candidates can select from the following devices:

Visual AT:

- magnifiers
- screen recording software

Reading and Writing AT:

- slant boards
- wobble seats
- audio books



- large print materials
- note taking systems
- pencil grips and weights

Auditory AT:

- FM system

Daily Living AT:

- dressing aides
- wheelchair/walker accessories
- adapted eating utensils
- reminder systems

Google Suite Adaptations:

- Display and visual
- Audio and captions
- Spoken Feedback
- Motor

iPhone Adaptations:

- Voice control
- Switch control
- Assistive Touch
- Alternative input
- Accessibility keyboard
- Backtap
- Touch Accommodations
- Dictation

Other AT approved by the course professor

Candidates will research their Assistive Technology device that could currently be used by a student in your fieldwork that allows the student access to the environment (not academics).

Candidates will complete the [PROGRAM PROFILE.docx](#) (located in Canvas) with information on their AT.

Then, candidates will record an informative, demonstration presentation of the AT with the student in the classroom, (if available, please refrain from showing the student's face) or record yourself describing the device



in use with realia or visuals. Submit the Program Profile and link to your video recording as part of your initial post and outline the appropriate and safe techniques and procedures for the device use, discuss what materials are required for use, and describe how the AT supports educational access and adapts content representation, student engagement, or student expression in the classroom environment.

EX2.1

• Classroom Management Support Portfolio (50 points):

Utilizing all of the information gained throughout your special education coursework, candidates will develop their Classroom Management Portfolio to support students and staff.

You will be compiling drafts of each component of the Classroom Management Plan throughout your special education courses. **KEEP ALL DOCUMENTS!**

This should be a portfolio that includes clear and specific descriptions along with visuals. Describe the what, the how, and the why for selecting the particular processes, practices, strategies, and materials.

Photo examples and rationales should primarily come from your own experience and/or fieldwork classroom placement.

You may include linked resources as appropriate. This is meant to help you gather the information that you can reference when you are in your clinical practice placement and/or your own classroom.

This portfolio will be initiated in EDU6061, where you will create a google folder titled, “Last name, First initial_Classroom Management Portfolio”. Within this folder you may choose to develop either (a) 20-25 slide presentation or (b) a 15 -20 page chart/diagram/graphic organizer. Different components of this portfolio will be completed as you complete each of your special education courses. You will submit a shareable link to each of your course instructor’s for this assignment. Each instructor will grade the specific components for each course.

INCLUDE A BRIEF DESCRIPTION FOR EACH COMPONENT. Describe the what, the how, and the why for selecting the particular processes, practices, strategies, and materials. A focus should be on why this might be beneficial for students, staff, the classroom, and you as the teacher.

EDU6061: Supportive Environments & Plans for Students with Exceptionalities

- Weekly class schedule (include picture of visual schedule)
- Assistive technology support materials for the environment (include pictures and pertinent information in a visually appealing manner)
- Health and safety considerations
- Typical sensory materials (include pictures)

Share your Google folder link in Canvas (be sure to share with your professor so the link is accessible).

• Performance Assessment (100 points):

To reflect on the knowledge gained and to demonstrate the application of course concepts, candidates will complete a UDL lesson plan with an environmental checklist and reflection as this course's final assessment.

PART1:



Candidates will develop a UDL lesson plan, for a grade level of their choice, to demonstrate knowledge of disabilities and their barriers to learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. In addition to noting the barriers for each category, they will provide specific support to mitigate each. You may adapt a previously completed UDL lesson, such as the one completed in week 2 with the host teacher/support provider. If using a previously developed lesson plan, please make sure all barriers and supports are updated with the specific focus students in mind.

You **MUST** include one assistive technology support in this lesson.

Focus students: TBI, Deaf/Blind, OI. All barriers and supports outlined in the lesson plan must support the needs of these disability categories. Please note WHO each barrier and support is catered. For example, BARRIER: "The student who is deaf may struggle to hear and comprehend the video due to a lack of auditory input." SUPPORT: "The student who is deaf will be seated near the video screen and subtitles will be turned in to increase access to the content visually and linguistically."

Reflection:

1. How did the lesson preparation reflect on the impact of focus student asset- and needs-based lesson planning and informal assessment of student learning and instructional support personnel to analyze how effective the lesson was in supporting the whole class/small learning group and the 3 focus students in meeting the content-specific learning goal(s) and ELD goal(s)?
2. Discuss how your understanding of IDEIA qualifying criteria and disability characteristics can be incorporated into instructional and environmental practices pertaining to chronic illness, HCPs, movement and mobility access, and academic and social communication.
3. How do UDL principles outlined in the plan strengthen or extend students' understanding of content and academic language in alignment with the next steps for instruction?
4. How might students' health needs impact lesson implementation? How do you plan to mitigate disruptions due to health needs during instruction?

Candidates will submit the UDL lesson plan and reflection to Canvas.

All course TPEs

Activities:

- **Right to be Disabled (30 points):** What does Inclusion mean to you?

Read through the PowerPoint, website article, and watch the video:

Paradigm Shift Presentation (available in Canvas) Read the following article:

The Need to Belong Rediscovering Maslow's Hierarchy of Needs (Link in Canvas) from Broadreach Training and Exercises.

With your new understanding, respond to the questions in this document and start to draft YOUR philosophy of inclusion in a few paragraphs (this is the last question on the response sheet).

Does ALL mean ALL?

What do you believe?

Do you see the abilities and disabilities of every human as part of God's creation?

Are these individuals whose lives have purpose and meaning?



The Right to be Disabled Response Sheet (Available in Canvas)

- **Barriers and Supports (10 points):** Candidates will review the weekly reading, IDEA Series: (https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf) and review <https://www.learningforjustice.org/classroom-resources/lessons/understanding-disabilities>

Then, candidates will explore the following UDL lesson [EDU6061 Example PLNU UDL Instructional Plan](#)

In groups, discuss your knowledge of disabilities and their barriers to academic learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction. In addition to noting the barriers for each category, provide specific support to mitigate each. Please use the [Barriers and Supports graphic organizer](#) to record your responses.

Candidates will share barriers and support ideas with the class. Points will be awarded for in-class participation and engagement within the topic.

MM3.2, EX3.4, MM6.3 & EX6.4

- **Deaf-Blindness - Characteristics of Good Programs (30 points):**

Candidates will explore the National Center on Deaf-Blindness website (<https://www.nationaldb.org/info-center/deaf-blindness-overview>) in order to identify and reflect on unique features of deaf-blindness and demonstrate an understanding of the structure and function of auditory and visual sensory systems and on the impact of communication, social, engagement, learning, and accessing environments. **EX1.3 & EX2.3**

Candidates will then review <https://www.nationaldb.org/info-center/educational-practices/characteristics-of-good-programs/> taking note of the characteristics of good programs. **EX4.2**

Characteristics of Good Programs: Utilizing the resources above, candidates will work in groups to analyze one of the 8 profiles (Kase Dominic, Miles, Laci, Liam, Devin, Krishangi, Aryan, Parker) from <https://www.nationaldb.org/info-center/deaf-blindness-overview/> and develop a brief program plan outline that prioritizes supporting the student based on individualized strengths, needs, and interests. Areas of focus should include auditory and visual sensory systems, communication, social, engagement, learning, and accessing environments. Each group will develop a visual and share an overview of the plan. **EX4.2**

- **TBI Characteristics and Classroom Implications (10 points):**

Candidates will become aware of the causes and characteristics of traumatic brain injury (TBI) and how this condition can affect a student's educational performance.

Each year in the United States, hundreds of thousands of children and teens experience a traumatic brain injury (TBI). Ranging from mild to severe, a TBI is an injury to the brain that results from a bump or blow to the head. While this definition may seem simple, there are many misconceptions that surround TBI. To alleviate these misconceptions, you must begin to understand the causes and specific characteristics of TBI. Once you do so, you can gain a better understanding of how this condition can impact a student's educational performance and what you can do to academically support students with a TBI.



1. Create a list of characteristics that come to mind when you think of someone with TBI.
2. Using reliable sources, research traumatic brain injury and create a table that includes causes, characteristics, and facts about TBI in school-age children while focusing on their self-concept and social-emotional well-being implications.
3. Compare the characteristics in your chart with the list you made before you started the Internet search. Briefly describe any misperceptions you might have had.
4. Briefly discuss how TBI can affect a student's school performance.
5. Describe one to two accommodations that teachers can provide to a student with a TBI to support his educational progress, one to two accommodations peers can provide to support the social-emotional development of a peer with TBI, and one to two resources for family members/guardians to explore in support of accessing community supports and services.

Points will be awarded by the course Professor based on candidate engagement and participation in the activity and in-class discussions.

MM2.11, EX2.14, MM6.6, EX6.7

• California Law and Healthcare Plans (10 points):

Part 1:

Review the information provided by <https://www.disabilityrightsca.org/publications/emergency-plans-for-ieps> to read about the new CA law for Emergency plans then go to https://oley.org/page/IHP_IEP_Difference to read about the difference between and IHCP, IEP, and 504. Create a three-circle Venn diagram comparing the similarities and differences of the Individualized Education Plan (IEP), 504 Plan, and Individual Healthcare Plan (IHP). MM6.4 & EX6.5

Part 2:

Visit <http://aasep.org/professional-resources/exceptionalstudents/orthopedicimpairment/index.html> and select one of the ten listed OI categories. Use and complete the Individual Healthcare Plan (IHP) template to develop a plan for a student with the identified OI by outlining the medical diagnosis, problem, and description, symptoms to watch for, healthcare action plan supporting what the student, educator, and classroom staff roles are in the plan, and what procedures to follow in the vent of an emergency evacuation.

Candidates can develop the Venn diagram and refine the IHP template together in groups. Points will be awarded by the course professor based on participation in each activity.

MM6.4, MM2.2, EX2.6 & EX6.5

• A Day with MOVE (10 points):

Candidates will read “Federal Laws and Regulations on Assistive Technology” at <https://ectacenter.org/topics/atech/laws.asp> They will then share new insights from Assistive Technology (AT) with peers. **EX1.2**

Candidates will then watch and take notes on the video, [A Day with MOVE at Woodland Development Center](#).

Candidates will discuss the following:



1. What types of daily activity movements were supported through movement and mobility assistive technology?
2. What types of movement and mobility assistive technology equipment were used to increase classroom and campus access for students throughout their day?
3. What are the critical components for educators to consider when organizing classroom environments for student movement with assistive technology?
4. What safety procedures and precautions should be considered for educators and classroom staff when moving students with assistive technology supports in the classroom? Consider lifting, positioning, instructing and supervision of other personnel in such procedures as well.

EX2.1

Course Fieldwork:

Required Fieldwork Placement for this Course: 20 Hours MMSN or EXSN; 10 video/10 in-person

Fieldwork is a substantial component of this course. Therefore, failure to complete Fieldwork and submit completed fieldwork documents will result in a grade no higher than a C- for the course. A grade of C- or lower will necessitate the repetition of the course.

The hours candidates spend in their fieldwork assignments are as many as is necessary to meet the outcomes. A course grade can be held until those hours, and course outcomes, are met.

Fieldwork Assignments:

- **Week 1: Iris Module: Universal Design for Learning: Creating a Learning Environment that Challenges and Engaging All Students (25 points)**

<https://iris.peabody.vanderbilt.edu/module/udl/>

After reviewing the entire module, and taking notes, please submit the Part 5 Assessment questions/responses and your notes to Canvas.

Candidates will log 2 hours for this assignment on the fieldwork evaluation form.

- **Week 1: Demographics Form (5 points)**

As part of your fieldwork experiences (in-person and via video), you will be required to complete three forms by the end of this course:

Demographics Form - This form is electronic in Taskstream. You can fill out the electronic document in Taskstream by filling in the numbers in every blank based on the class/campus demographics you are observing. If you observe multiple classes, you only need to submit demographics for one class.

Host Teacher Form - This form requires information on your host teacher/support provider. Please fully complete all sections of this form, including the EL Authorization: CLAD check box before uploading. This form can be used multiple times if you continue to observe the same host specialist. Complete the form with your information if you use your own classroom.

Evaluation Form - You will completely fill in this document. Include the dates, the activities you engaged in, and the total hours, and then you and your host teacher/support provider will sign the bottom of the form. You may attach a second document if needed. You will sign the form if you completed the hours in your own classroom.



This week, you will complete the fieldwork demographics form based on your school site or the site where you observed. This form is electronic in Taskstream under **EDU6061 Fieldwork Demographics**. Login to Taskstream, and fill out the electronic document by filling in the numbers in every blank based on the class/campus demographics you are observing. You **MUST** input a number for each section or you will not be able to submit it. If you observe multiple classes, you only need to submit demographics for one class. When you submit it, please send the form to the Field Experience Coordinator for your program. Once submitted, type your name in the Canvas text box to submit this assignment.

Log 30 minutes on your Evaluation form for this activity and note in the textbox here in canvas once the activity is completed.

MM6.5 & EX6.6

- **Week 2: Learning for Justice Disability Lesson Plan (25 points):**

Candidates will work with a host teacher/support provider on your campus or in their district.

Together, review the Understanding Disabilities lesson from Learning for Justice, <https://www.learningforjustice.org/classroom-resources/lessons/understanding-disabilities>, and discuss the following:

1. For a grade level of your choice, how could you modify the lesson information to provide increased access to the information for your grade?
2. What supports or resources could you use to help these students understand the definition of disability and connect them to the content of the lesson?
3. How would you assess their new learning and knowledge of disability?

Develop two additional questions to explore with your host teacher/support provider.

In Canvas, submit the interview notes by sharing critical components from the conversations as they pertain to each question and provide a summary of the interview and your next steps as an educator in further developing this lesson for your specific student demographic (minimum 300 words). Consider the developmental levels (cognitive, academic, social-emotional, etc) of your targeted grade level in this response.

Log 1.5 hours on the fieldwork evaluation form.

MM3.2 & EX3.4

- **Week 3: Speech and Language Pathologist Interview (25 points):**

Candidates will interview a speech and language pathologist (SLP) to build a more comprehensive understanding of creating a communication-rich environment for students with extensive support needs that is accessible and builds social engagement within the context of age-appropriate, functional and meaningful activities as part of the whole program development.

Part 1: Interview

Questions to ask include:

1. What does a communication-rich environment look like to you?
2. How do you structure your academic space to reflect a communication-rich environment?



3. What factors of social engagement and functional activities should be considered when developing a communication-rich environment?
4. How does hard of hearing and deafness impact access to a communication-rich environment?
5. How can visual impairments and blindness impact access to a communication-rich environment?
6. What access points and strategies should be considered when mitigating the hard of hearing/deafness/visual impairment/blindness barriers to developing a communication-rich environment?
7. Any additional questions choice

EX1.3, EX2.3, & EX4.2

Part 2: Reflect

After reviewing the information on Communication and Concept Development from the National Center on Deaf-Blindness (<https://www.nationaldb.org/info-center/info-topics/#communication-and-concept-development>), discuss how you plan to prioritize and develop communication-rich environments that utilize Communication and Concept Development in your own classroom with a grade-level of your choice.

EX1.3 & EX2.3

Candidates will submit a written interview transcript or summary of the discussion with the SLP and each of the questions above, as well as the reflection to Canvas.

Log 1.5 hours of the fieldwork evaluation form.

• Week 4: TBI - Communicating with Families (25 points):

Watch: TBI: Communicating with Families - Roberta DePompei, PhD (50 minutes); Reflection

<https://youtu.be/qY1cLk7XpHU>

Take notes as you watch the video. Reflect on your new learning of communicating and collaborating with families after a student suffers a TBI. What were your three main takeaways from the information shared and how will each takeaway shape your classroom practices and interactions with family and caregivers of students with TBI?

Please upload your notes and reflection to Canvas.

Log 1.5 hours on your fieldwork evaluation form.

• Week 5: District Nurse Interview (25 points):

Candidates will **interview a school site/district nurse** regarding the process and procedures for developing a student healthcare plan which follows federal, state, and local policies for student support.

Candidates will interview the nurse about the typical process of creating a student healthcare plan, then develop 5-8 of their own questions to ask the school nurse. Candidates will submit an interview transcript of the questions and responses to Canvas.

Candidates will record 1.5 hours on the fieldwork Evaluation Form for this course.

MM6.4, EX6.5, EX2.2

• Week 6: Iris Module: Assistive Technology, An Overview (25 points)



<https://iris.peabody.vanderbilt.edu/module/at/>

After reviewing the entire module, and taking notes, please submit the Part 5 Assessment questions/responses and your notes to Canvas.

You will log 1.5 hours for this assignment on the fieldwork evaluation form.

• Week 8: Fieldwork Forms (30% of course grade):

In order to receive full credit for fieldwork hours and activities (30% of your grade), you will need to submit the following forms in Taskstream under their designated spot under EDU6061.

All forms will be submitted to the Field Experience Coordinator (FEC).

Please submit the following:

Demographics Form - This form is electronic in Taskstream. You can fill out the electronic document in Taskstream by filling in the numbers in every blank based on the class/campus demographics you are observing. If you observe multiple classes, you only need to submit demographics for one class.

Host Teacher Form - This form requires information on your host teacher. Please fully complete/have your host teacher or support provider complete all sections of this form, including the EL Authorization: CLAD check box before uploading. This form can be used multiple times if you continue to observe the same host specialist.

Evaluation Form - *You will completely fill in this document with 10 hours of in-course videos/activities and 10 hours of in-person observations from your placement.* Include the dates, the activities you engaged in, and the total hours, and then you and your host teacher will sign the bottom of the form. You may attach a second document if needed. You will sign the form if you completed the hours in your own classroom.

Forms can be found and downloaded from the [PLNU Field Experience website](#).

Once your forms are submitted, the FEC will take the week after the courses end to review all documents. Points for submission will be updated once the FEC communicates who completed the forms to the course professor. PLEASE NOTE: Reviewing the forms can take several days to over a week. Your grade will default to a zero for this assignment once the due date passes, but as soon as the FEC shares what was submitted, the points will be updated reflecting your grade. Please keep in mind, these forms are worth 30% of your grade - you cannot pass this course if you do not submit the required forms.

Other course assignments:

Professors insert here descriptions of other assignments and which CLOs those assignments assess. You are encouraged to contact other professors teaching this course for assignments and assessments already designed.

****Professors may attach any additional information about your particular course to the back of these pages.**



Point Loma Nazarene University
Dispositions and Indicators of Noble Character

Candidate: _____ **Date:** _____ **Course:** _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Note behavioral evidence to substantiate rating regardless of score level.

<p>1. Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> -Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.</p>		<ul style="list-style-type: none"> -Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> -Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
<p>4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.</p>		<ul style="list-style-type: none"> -Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own practice.

RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.
- 1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.