

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**  
**Education Specialist: Mild/Moderate Disabilities Level I Credential Program**  
**Fall 2007**

**Special Education 585: Intern Support and Seminar**

**Instructor Information:**

**Instructor:**

**Office:**

**Office Hours:**

**Telephone:**

**Email:**

**University Supervisors:**

**Seminar Information:**

**Meeting Time:** Tuesdays, 7:30-9:30 p.m.

**Seminar Meeting Schedule:** See attached schedule

**Location:**

**Prerequisites:** Admission to the Education Specialist Mild/Moderate Level I Program

**Corequisite:**

**Units:** 3

**SEMINAR DESCRIPTION:**

Special education interns will participate in the Intern Field Support Seminar each semester they are enrolled in the credential program. Students will receive support at their school site and attend a seminar. Seminar will focus on guided discussion of experience during teaching, reflective feedback on teaching experiences and problem solving

**SEMINAR OBJECTIVES:**

Students who successfully complete this course will be able to:

1. Teach children with disabilities from the various linguistic and cultural groups in California schools skills and strategies.
2. Learn to problem solve problems associated with teaching students with mild/moderate disabilities
3. develop a peer support network to increase their dedication to the field of special education
4. Reflect on teaching practices with the goal of improving their teaching practice.

**University Mission Statement**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across

disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

### **SEMINAR REQUIREMENTS:**

Course information will be disseminated via Blackboard <http://csuci.blackboard.com> and university e-mail. Students are responsible for checking Blackboard and e-mail regularly. As students, you will need your own university e-mail account to participate in Blackboard. If you do not already have a CSUCI dolphin e-mail account, please establish a university e-mail account with the Information Technology Center and link your e-mail to Blackboard.

#### **1. Seminar Attendance and Participation:**

As an educator, a professional attitude toward all aspects of teaching and learning, including your teacher education courses is vital. Due to the dynamic and interactive nature of courses in the Education Specialist Program, candidates are required to attend each seminar session--arriving on time and staying until the seminar is dismissed. If you have extenuating circumstances (i.e. illness) and will not be able to attend a seminar session, you will need to advise your instructor before the seminar meeting by phone or email. Attendance will be considered in your final evaluation and grade.

For successful participation in the seminar, candidates are expected to arrive on time, be prepared for each seminar session, and to participate actively in activities and discussions. While you are in seminar, please turn off cell phones and pagers. All information shared in seminar is to be treated with respect and confidentiality.

### **REQUIRED COURSE DOCUMENTS:**

The required course documents are posted on Blackboard for this course under **eReserves**. Click on the documents listed below to view and print out. The documents are Adobe PDF files. If your computer does not have Adobe Acrobat Reader, you will need to download it for free at <http://www.adobe.com/products/acrobat/readstep.html>.

#### Course documents to download:

- Intern Handbook

Required Text

Wong & Wong The First Days of School

### **COURSE POLICIES:**

**Grading:** This course is a credit/no credit course. Candidates must complete the course requirements outlined above to receive full credit for the course.

**Late Work:** Late assignments will not be made up at a later date. If you are absent from a seminar meeting, it is your responsibility to check on announcements and assignments made while you were absent.

**Academic Dishonesty:** All work that students submit as their own work must, in fact, be their work. For example, if a paper presents language taken from other sources – books, journals, web sites, people, etc. – must be cited. In accordance with the CSU Channel Islands policy on academic dishonesty, students in this course who submit the work of others as their own (plagiarize), help other students cheat or plagiarize, or commit other acts of academic dishonesty will receive appropriate academic penalties, up to and including failing the course. Individual course assignments with plagiarized ideas or language will be graded “NC”. Students are encouraged to consult with the instructor or the university’s librarians about how to accurately cite sources.

**Disability Accommodations:** Individuals who have any disability, either permanent or temporary, which might affect their ability to perform in this seminar are requested to inform the instructor and the campus Disability Accommodation Office in writing. Adaptation of methods, materials, testing, or practica may be made as requested and required to provide for equitable participation in the course. Please contact the University’s Disability Accommodation Office at 437-8528 for assistance.

**SPED 581: TENTATIVE SEMINAR OUTLINE & MEETING DATES**

<i>Class</i>	<i>Date</i>	<i>Topic</i>
1		Setting up your classroom & finding support at your school site
2		Balancing University requirements & school site responsibilities *Review course assignments and teaching evaluation
3		Running your first IEP meetings
4		Making the most out of having a supervisor & communicating with your administrators
5		Choosing a curriculum/s
6		Peer support networks *Invite level 2 students or experienced teachers for Q & A
7		Academic Advising for coming semester & planning for support during University break

**\*Note: This syllabus and schedule are subject to change per the discretion of the instructor.**

### ***Alignment of Standards for Educator Development to Foster Student Learning***

In our preparation of professional educators, we have given extensive consideration to the alignment of professional standards and assessments as articulated by professional associations, certification agencies and learned communities. In particular, this course aligns and integrates the standards established by the national Council for Exceptional Children (CEC) and the California Commission on Teacher Credentialing (CCTC).

**Content Standards Addressed in Special Education:** Content specifications for the subject matter requirements for the Education Specialist Credential: Mild to Moderate Disabilities are congruent and integrated across the following CCTC core standards.

- Standard 10: Professional, Legal and Ethical Practices
- Standard 12: Educating Diverse Learners with Disabilities
- Standard 13: Special Education Field Experiences with Diverse Populations
- Standard 15: Managing Learning Environments
- Standard 16: Effective Communication and Collaborative Partnerships
- Standard 17: Assessment, Curriculum, and Instruction
- Standard 18: Determination of Candidate Competence
- Standard 19: Knowledge and Skills of Assessment in General Education
- Standard 21: General Education Field Experiences
- Standard 22: Assessment and Evaluation of Students
- Standard 23: Planning and Implementing Curriculum and Instruction
- Standard 24: Positive Behavior Support
- Standard 25: Characteristics and Needs of Individuals with Mild to Moderate Disabilities