MILLS COLLEGE | Northeastern University

EDUT 6204
Theory & Practice in Early Childhood Education: Curriculum and Instruction for Infants and Children with Special Needs
Spring

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Office Hours: By Appointment

Class Time: *Mondays, 4:00-5:15*
Room: Educ 101

COURSE DESCRIPTION

Seminar and associated practicum is part of a two-semester course in early childhood education. It provides extensive, integrated experiences that support the development of reflective professionals whose work is grounded in theory, informed practice and research. Theory and Practice, spring semester is designed to focus on children with special needs in early childhood education. Survey of theoretical bases of early childhood curriculum, examination of practice, and application of theory through participation in a teaching team under the supervision of the professional staff in the Children's School. The seminar on the theoretical foundations of curriculum and instruction with children who have special needs is accompanied by the practicum with evaluation meetings reflecting on practice.

Mission Goals

This course introduces students to the following Mission Goals as set forth by the School of Education. By the end of this course, students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:

Goal #1 - Students will learn to think critically:

Students will be able to present information in a variety of ways and to critically comment on readings, observations, and data collected.

Goal #2 - Students will develop as leaders and innovators in their chosen endeavors:

Students will be able to lead discussions in small groups focusing observations, readings and questions about course material.

Goal #3 - Students will learn to push the traditional boundaries of their disciplines:

Students will be able to develop questions about what they observe in classrooms that question developmental theories and strategies.

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning educators learn in their teacher preparation program (and can be found in detail here (TPEs 1-6) and here (TPE 7). These are:
TPE 1: Engaging and Supporting All Students in Learning
TPE 2: Creating and Maintaining Effective Environments for Student Learning
TPE 3: Understanding and Organizing Subject Matter for Student Learning
TPE 4: Planning Instruction and Designing Learning Experiences for All Students
TPE 5: Assessing Student Learning
TPE 6: Developing as a Professional Educator
TPE 7: Effective Literacy Instruction

This course addresses the following TPEs

- **Introduced:** 1.8; 3.2; 4.7; 6.1; 6.2
- **Practiced:** 1.1; 1.2; 1.3; 1.5; 1.6; 1.7; 1.10; 2.1; 2.3; 2.4; 2.6; 3.1; 3.3; 3.5; 3.7; 4.2; 4.3; 4.9; 4.10; 6.11; 7.1; 7.3; 7.7; 7.9; 7.11; 7.12; 7.13
- **Assessed:**

Program Goals

This course prepares students to practice the following Programs Goals as set forth by their majors. By the end of this course, the students should be able to demonstrate their achievement toward the goals through a set of Measurable Criteria as listed following each goal:

Goal #1 - Students will examine different theoretical perspectives and scientific and practical knowledge to understand and support human development and learning:

Students will develop understanding of typical and atypical development in young children. Students will discuss developmental theories and examine the impact these theories have on the field of special education.

Goal #2 - Prepare reflective and critical thinkers who examine issues about the development of infants and young children and their relationships in various contexts: school, hospital, family, community:

Students will develop understanding of basic federal and state laws that govern special education.

Goal #3 - Demonstrate development of skills and knowledge of the role of the educator creating positive educational outcomes for children and families.

Students will develop skills fostering self-awareness and reflection

Goal #4 - Prepare students to provide early intervention strategies across all developmental domains:

Students will demonstrate a solid understanding of developmental sequences, learning how individualized developmental goals promote a child's growth.

Students will learn about connections to professionals across disciplines and integrate different intervention strategies to support a child.

Goal #5 - Prepare students to interact with children with developmental disabilities and their families in a family-centered manner guided by theories of human growth and development:

Students will analyze how disabilities impact a child's development in all domains, and will consider how to present this information professionally in a family-friendly manner.

Goal #6 - Prepare students to work as a part of a team and to develop collegial relationships with fellow students and faculty:
Students will work collaboratively in a group, identify each other's roles and responsibilities, and evaluate the collaborative process within the team.

Course Objectives/Competencies:

Through lecture, discussion, assignments, and presentations, students will learn about and demonstrate competency in the following areas:

Demonstrate the ability to develop, implement, adapt, modify, and evaluate a variety of pedagogical approaches to instruction, including instructional sequences, unit and lesson plans, that provide students with disabilities with equitable access to the content and experiences found in the state-approved core curriculum.

Acquire and demonstrate strategies and best practices to develop differentiated lessons and instructional sequences that are appropriate for individuals with diverse strengths and needs in a variety of educational environments.

Demonstrate ability to co- teach, collaborate, consult and work in instructional teams to enhance curriculum and instruction of students with disabilities.

Demonstrate skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate, and reflect family's concerns and priorities.

Demonstrates knowledge of the role of social- emotional relationships as the foundation for early learning. Each candidate demonstrates skill required to utilize strengths-based, relationship-based approaches to early intervention, and to embed specific interventions within daily routines and natural environments (particularly in-home strategies) with the child's family and peers.

Demonstrate skills required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional functioning, and emergent literacy for all learners, including English language learners.

Demonstrate skills required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., home, child care, preschool/pre-K and other community settings). Demonstrate knowledge of the full range of service delivery settings and supports including educational and community programs and agencies.

Demonstrate skills required to organize space, time, and materials to match the child's individual learning needs in safe, natural and structured environments. Demonstrate knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

Disability Accommodations:

If you anticipate issues related to the format or requirements of the course, please meet with instructor. We would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability related accommodations are necessary, it is important that you register with Office of Services for Students with Disabilities (430-2132) so that accommodations can be arranged.

Personal Pronouns and Preferred Names:

Mills College is an environment where students are offered the safety and support to explore their gender and sexuality. Students are asked to identify their personal gender pronoun either in class or to the instructor. Please provide your preferred name either in class or to the instructor. Students are asked to be responsive and respectful with respect to others' personal pronoun and name preferences.

Policies and Procedures:

Attendance : Because of the interactive nature of this course, your full participation is crucial to the success of the entire class. You are expected to attend all class meetings, arrive on time and stay for entire class. Group discussion will be a factor in grading. More

than two missed classes may result in your final grade being dropped one level. If you miss a class, you are responsible to notify instructors by e-mail and to contact other students for missed material.

Assignments : Completion of all assigned projects is required to pass the class. Evidence of full contribution from each student will be evaluated for dyad and group projects.

University Policies

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors. Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice. Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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Campus Support Services

Below is an overview of the broad range of support services available to students at Mills College at Northeastern University to ensure your successful university journey.

Learner Experience, Support, and Resources:

- Office for University Equity and Compliance
- University Health and Counseling Services
- Office of Diversity, Equity and Inclusion
- Center for Leadership, Equity, and Excellence
- Career Design
- Library Services
- Student Access and Support Services Office | Accommodations, Writing and Tutoring Center
- Connect To Tech: Information Technology Services
- Student Financial Services | Financial Aid and Accounts

Safety & Transportation: *Campus security provides escorts to car or residence halls after dark.*
P: 510.430.5555
CPM, Room 113

If you feel anxious about your work, *talk to me immediately*.
Do not struggle alone in this class (or others).
You will do much better—mentally & academically—if you let yourself
talk about what's hard and let people help you identify strategies for success.

Readings

Books:

Batshaw, M., & Roizen, N. (2007). *Children with Disabilities 7th Edition.* Baltimore: Paul H.

Bayat, M. (2017). *Teaching Exceptional Children: Foundations and Best Practices in Inclusive Early Childhood Education Classrooms.* New York, NY: Taylor & Francis.

Cook, Ruth E. et al. *Adapting Early Childhood Curricula for Children in Inclusive Settings, 8th Edition.*

Derman-Sparks, L., Edwards, J. O., Goins, C. M. (2020). *Anti-bias education for young children and ourselves, (2nd Ed.)* National Association for the Education of Young Children.

- Ch. 11 Disabilities & Fairness

Harry, B., & Klingner, J. (2014). *Why are so many minority students in special education?.* Teachers College Press.

Murawski, W. W. & Scott, K. L. (Eds). (2019). *What really works with universal design for learning.* Corwin. (pair Ch. 2-5 w/chapters from Preschool Learning Foundations)

- Ch. 2 Math
- Ch. 3 Social Studies
- Ch. 4 Science
- Ch. 5 Performing Arts
- Ch. 6 Exec Functioning

Paul, H. A., Kalyanpur, M., & Harry, B.(2012). *Cultural Reciprocity in Special Education: Building Family–Professional Relationships.* Paul H. Brookes.

Digital Resources:

CA Preschool Learning Foundations:
California Preschool Learning Foundations, Volume 1 (Introduction & Foundations in Math)

- Fundamentos del Aprendizaje Preescolar de California, Volume 1

California Preschool Learning Foundations, Volume 2 (all)

- Fundamentos del Aprendizaje Preescolar de California, Volume 2

California Preschool Learning Foundations, Volume 3(all)

- Fundamentos del Aprendizaje Preescolar de California, Volume 3

ELA/ELD Framework: Ch. 10 Learn in 21st Century

- IRIS MODULE: Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities This module highlights classroom

considerations that promote access to the general education curriculum for students with disabilities (est. completion time: 1.5 hours).

- IRIS MODULE: Family Engagement: Collaborating with Families of Students with Disabilities. This module—a revision of Collaborating with Families, which was originally developed in collaboration with the PACER Center—addresses the importance of engaging the families of students with disabilities in their child's education. It highlights some of the key factors that affect these families and outlines some practical ways to build relationships and create opportunities for involvement (est. completion time: 1 hour).

Course Evaluation Information

Half of your final grade in this course is based on your work in the classroom practicum and half is based on your seminar participation and written assignments. Note: To pass this course, you must pass the seminar and the practicum.

Expectations for seminar and the practicum:

Take an inquiry stance and be a learner. Take responsibility for your own learning. Pose and explore questions that you, yourself, have identified. Be a critical thinker.

Work actively to respect differences. Demonstrate your willingness to examine your own biases and assumptions. Understanding that our differences in perspective are frequently influenced by gender, culture, ethnicity, socioeconomic status, race, sexual orientation, age, engage in learning from and with others who have different perspectives.

Work as part of a team in the practicum and seminar. Develop a collegial relationship with your Head Teacher and fellow teachers, Supervisor and Instructor, based upon mutual respect, encouragement, and support.

Classroom and seminar discussions and written assignments must demonstrate thoughtful evaluation, analysis, and reflection, e.g., what do I know now that I didn't know before? How have I grown? How is my practice developing? How is my practice informed by theory and research?

Expectations for the Practicum

Engage using professional conduct. Approach your work as a student teacher with dedication and commitment. Unexcused absences will result in a lowered grade.

Arrive on time. Focus on and be available to children. Maintain confidentiality at all times. Learn and follow emergency and health procedures.

Observe and listen to the children. Establish a warm and trusting relationship with the children. Be sensitive to children's feelings and foster children's autonomy, belonging, and competence. Facilitate children's discoveries. Get to know individual children's interests and abilities. Work with Head Teacher and team to plan developmentally and individually appropriate experiences.

Engage as a reflective practitioner. Share your ideas and seek feedback about your work. Be an active participant in evaluation meetings.

Assignments

Practicum Goals:

Students will meet individually with their Head Teacher to identify one professional goal, and with support from their Head Teacher the teaching team will develop one team goal that the group will work toward over the course of the semester. **Please use the Professional Goals form in syllabus to guide your goal setting process)**.

Dialogue Journal:

The Dialogue Journal provides students with an opportunity to reflect on their experiences in the classroom, to pose questions, voice concerns and to engage in an ongoing dialogue with their Head Teacher. **The Dialogue Journal is considered central to your practicum experience. Write in your journal once each week on professional issues. Please type your journal using 12pt type and double space your work. Your journal should be electronic or hand delivered to your Head Teacher every week unless otherwise instructed.**

Your journal entry for the **week of January 27th** should be used to prepare for your individual goals meeting with your Head Teacher.

Your mid-semester journal entry, **week of March 9th** should be used to prepare for your mid-semester evaluation and to reflect on and evaluate the progress you have made toward reaching your professional goals.

Your final journal entry will be handed in to your Head Teacher the **week of May 6th** . This journal entry should be used to prepare for your final evaluation and to reflect on and evaluate the progress you have made toward reaching your professional goals.

Mid Semester and Final Student Evaluation:

Students will meet individually with their Head Teacher to carry out their mid-semester and final evaluation.

SEMINAR ASSIGNMENTS:

Self-Reflection Essay

In order to acknowledge and understand the diversity of beliefs and practices

among families, students must first acknowledge and understand their own beliefs and practices related to children with disabilities or special needs. Exploring and analyzing your own history and its effects on your behavior may assist you in creating a better understanding and compassion for the families with which you are entrusted to support. Write a 3–4 page reflection essay in which you discuss your own beliefs and practices. Include considerations of your intersectionality of race, gender, SES, language, religion, and how your background and experiences influence your theoretical stance, beliefs and biases.

Your paper should not be less than three pages typed and no more than five pages, double-spaced and in a 12-point font.

Descriptive Review Reflection Discussion & Essay

Students will participate in a descriptive review, reflection discussion; a mode of inquiry that draws on the rich, detailed knowledge teachers and parents have of children. The descriptive reflection process supports the capacity to see children in holistic and balanced ways, so that children become visible as complex persons with a multitude of strengths, interests, and capacities.

Students will work in dyads (student-teacher presenter(s) teams and focus their inquiry on a child selected with the Head Teacher).

Students will informally notice/observe the many facets of selected student's ways of being in the classroom.

Students will engage in a descriptive reflection discussion, co-constructed with your Head Teacher and teaching team in an evaluation meeting. The team will support the discussion of a child, using the following process:

The student teacher-presenter(s) introduce a child of interest, describing the child, providing information known by the student teacher-presenters. In an effort to deepen the student-teacher's capacity to provide appropriate support, the student-teacher begins first with an inquiry to deepen the understanding of the child. **The driving question for the student teacher-presenter(s) is: What insight or learning from and with teaching team can I glean from our descriptive/reflective discussion to inform, broaden, expand my understanding of the child?**

The Head Teacher asks for descriptions from the team, who have worked with or observed the child. The teacher-presenter(s) may also report comments from others who are not present.

The presenting teacher(s) may, include both characteristic and unusual behavior, using some of the prompts in the following categories:

Physical Presence and Gesture. Characteristic gestures and expressions:

How are these visible in the child's face, hands, body attitudes? How do they vary, and in response to what circumstances (e.g., indoors and outdoors)? Characteristic level of energy: How would you describe the child's rhythm and pace? How does it vary? How would you describe the child's voice: its rhythm, expressiveness, inflection?

Disposition. How are feelings expressed? Fully? Rarely? How do you "read" the child's feelings? Where and how are they visible? What is the response to mishaps, frustrations?

Relationships with Children and Program Adults. How would you describe the child's relationship to other children; peers, older, younger children. How would you describe the child's relationships with you and other adults? Does the child demonstrate comfort in the group? How would you describe the child's casual, day-to-day interactions with others? When there are tensions, how do they get resolved? What information do we have regarding the child's relationships with familial adults?

Activities and Interests. What are the child's preferred activities? Do these reflect underlying interests that are visible to you? For example, does drawing or story writing center on recurrent and related motifs such as superhuman figures, danger and rescue, volcanoes, and other large-scale events? How would you describe the range of the child's interests? Which interests are intense, passionate? Are there media that have a strong appeal for the child (e.g., paint, blocks, books, woodworking)?

Academic Disposition/Approach to Learning. What is the child's characteristic approach to a new subject or process or direction? What is the child's characteristic attitude toward learning? How would you characterize the child as a thinker? What ideas and content have appeal? Is there a speculative streak? A problem-solving one? A gift for analogy and metaphor? For image? For reason and logic? For insight? For intuition? For the imaginative leap? For fantasy? What are the child's preferred subjects?

Additional Relevant Considerations. Family constellation; Is the child a sibling? Has there been an introduction to a new sibling? New parent? Death /loss in the family? Does the child demonstrate comfort in terms of identity, gender and race? Does the child communicate easily with language? How are the range of emotions /disposition displayed? (e.g. anger, joy, frustration, disappointment, excitement, enthusiasm, reticence.)

The Head Teacher briefly describes the child's previous school experience, any important medical data, and any family information directly supplied to the school by the family (not by hearsay). The Head Teacher may also report

what she knows directly from the family. The discussion focuses primarily on what the teachers can learn that leads to broader understanding of the child.

The participants of the discussion offer questions, comments, or insights. This opens up multiple perspectives and generates new information that may enhance the student-teacher presenter(s) expectations, understandings, approach, or may even shift a stance or approaches to support child.

The teacher-presenter(s) gather notes from the discussion and write a 3-4 page reflection on the descriptive discussion, any insights about the child, experienced during or following the discussion. Highlight your learning by placing it in a theoretical context.

Disability Research

Research is used to identify a useful theory and hypotheses to be examined, to find inadequately studied specific research questions, to explicate the disputes about research questions, to summarize the major findings of prior research, and to suggest appropriate methods of investigation.

Students will research (conduct a mini-research project) and write an essay regarding a specific learning disability seen in children 0-8.

The goal of this mini-research project is to deepen students' understanding of specific disabilities. Students will:

Describe the disability; summarizing the current perspectives, expressing key points from research in your own words. Use direct quotes only when they are essential for making an important point.

Review different theories and supporting research studies on a chosen topic that influences classroom instruction, administrative policies, disciplinary policies, etc.

Present the conclusions drawn from the research reviewed.

Distinguish clearly personal opinion of prior research from conclusions of the authors of the articles you have reviewed.

(http://www.lib.utexas.edu/lsl/help/modules/peer.html). ERIC is an appropriate bibliographic database to begin your search. Academic Search Premier is also a good search engine.

This writing assignment must be typed, double-spaced, not be less than three pages typed and no more than five pages. References must be presented in APA format.

CURRICULUM INVESTIGATION:

PROPOSAL, IMPLEMENTATION & ADAPTATION

Learning to work in a collaborative and collegial manner is critical to our work with young children and families and to our own professional development. Students will be required to work in small groups of 3 or 4 as you plan and implement developmental appropriate investigations, relying upon the *Preschool Curricular Framework.*

Planning

1. In collaboration with your Head Teacher and teaching team you will generate 1 or 2 general topics of interest to be investigated with the children over the course of the semester.

2. Your Head Teacher and teaching team will decide which students will collaborate with one another in small groups to investigate each chosen topic with the children. Each investigation topic will last 2 or 3 weeks, depending on how many students are in each group. (Each Graduate student is responsible for planning 3 days of the investigation and Undergraduate students 2 days).

3. Your Head Teacher will facilitate the scheduling of investigation dates.

4. Once the collaborating groups have been decided each student will "frame" a question of interest around the topic. Together the collaborating group will develop a plan for their investigation. Then each student will write a proposal for her/his individual question, (use Investigation Proposal Document in syllabus). As you plan the investigation, carefully consider the learning goals you have for the children, the materials and experiences you want to offer the children, the children's developmental readiness to engage with the materials and the learning experiences, as well as the ways you will document/assess how and what the children are learning. Ask yourself what role parents might play in the learning process as well as some of the ways teachers might choose to collaborate and support one another's learning.

5. Once all of your collaborating group's investigation proposals are"ready" (this is a "working document"), the group will meet with their Head Teacher to make sure that they are in keeping with overall program practices and curriculum. Students will schedule a meeting with their Head Teacher before the investigation begins for confirmation of approval to move forward.

6. Prepare for your investigation by reading/reviewing literature that will inform your practice (references relating to subject area as well as readings relating to theory).

7. Implementing your project. Continue to reflect and assess whether and/or how you might need/want to change/adapt areas of your proposed investigation based on what you observe happening in the classroom. Document your investigation carefully and completely making sure that you communicate with your head teacher, collaborating team and teaching tSeam on a daily basis. Use your journal and daily documentation you have collected to support your reflections.

8. Adapting the curriculum. Providing modifications and adaptations to curriculum is key when supporting students with a disability. You will reflect upon your curricular plans and create an adaptation to the curriculum to support engagement and access for a student

identified with a disability. Develop an activity that would be appropriate as an early intervention. Write a brief description of that activity and list of steps. Give examples of challenges that might be experienced by children with a specific disability. Next, explain how you would adjust the steps so that the children would be able to fully participate.

The Investigation Presentation (Powerpoint)

The culminating assignments of your investigation will be the Investigation Presentation, where you will present your project in the format of a power-point to a small group which may include Head Teachers, practitioners from the field and your teaching colleagues. This presentation is intended to be an artifact of your research that can be used as an example of your work in future interviews and professional activities. The investigation presentation will focus on your own specifically framed question in relation to the overall group topic.

Presentations should be 8-10 minutes in length and should include the following aspects:

1. Introduction

Begin by presenting the topic to be investigated and how it grew out of the interests of the children in your class, as well as how it was framed by you and your colleagues. Clearly state the question you framed and investigated with the children and the DRDP learning goals that you had for them.

2. Setting up the environment

Clearly and concisely describe how you set up the environment, the materials you used and any changes or additions that were made during the investigation. This section should include a concise overview of what activities were planned and how they progressed.

3. Describe an activity that would be appropriate as an early intervention adaptation or modification. Write a brief description of that activity and list of steps. Give examples of challenges that might be experienced by a child with a disability or special need. Next, explain how the adaptations for those steps enable children to be able to fully participate.

Curriculum Investigation Written Reflection

Reflecting on practice is an important component of professional growth. In order to deepen your understanding of the children's learning you will write a written reflection of 5-7 pages, consisting of

- a description of your investigation, how the investigation was developed, the activity design, set-up and adaptations
- Clearly stated investigation question and learning goals
- Clearly articulated theoretical framework and related literature that informed your planning and investigation
- observations of children's learning and ways in which their informed your learning
- what you would do differently as a result of your experience
- any additional questions that emerged as a result of your investigation

- how the investigation experience deepened your understanding of child development and influenced your thinking

This writing assignment must be typed, double-spaced, not be less than 5 pages typed and no more than seven pages. References must be presented in APA format.

Digital ECSE Portfolio

Throughout the course sequence of the ECSE program, students will compile a digital portfolio, which will include course assignments such as reflection pieces, presentations, and papers. The portfolio provides evidence of varied experiences, depth of knowledge, and critical reflection around instruction gained during the program. Specifically, candidates are expected to document their own learning, how they supported the learning and development of young children, and their development as educators. *For this course, students are required to upload the Curriculum Investigation Project.*

Course Requirements and Grading Standards

Students earn 3-6 credit hours upon completing EDUC *1*91b/291b. This course meets for 75 minutes per week for 15 weeks, and requires a 10 hours of practicum (undergrad) 15 hours (graduate) per week.

College policy on incomplete courses is as follows: students qualify for incomplete grades only if they have completed 2/3 of the total coursework and are responding to unforeseen circumstances. In this course, students must complete all work except the final exam to qualify for consideration of an incomplete. Students who have not completed substantial coursework should not assume that they will be given an incomplete at the end of the semester.

All assignments in this course will be graded using a point system. Students are given a rubric which outlines requirement for the assignments and grading points given to each requirement.

Class attendance and participation are required. Students will have opportunities to engage in the class through discussions, group presentation, and class activities.

Course Assignments

1. Self-Reflection Essay
2. Descriptive Review Essay
3. Disability Research Essay
4. Curriculum Investigation Proposal
5. Curriculum Investigation Implementation
6. Curriculum Adaptation
7. Curriculum Investigation Presentation
8. Curric Investigation Written Reflection
9. Practicum Evaluation

All written assignments must be typed, double-spaced, and in 12 point font. References must be presented in APA format. Grades will be deducted for late papers.

Campus support services are available to help students through the course. Writing Center (430-3147) can help with writing projects. Computing services (430-2005) are available to help students with various technological needs. F.W. Olin library (430-2385) is a great place to access reading material for this course and to conduct additional research for assignments.

Course Policies

College attendance policy is as follows: students are expected to attend all classes for which they are registered. Academic work proceeds up to the date and hour of the beginning of holidays and semester breaks, and resumes promptly at the end of such breaks at the time specified in the academic calendar. Students are accountable for any work missed by absence from classes.

Every effort will be provided to make this class universally accessible. Though "reasonable accommodation" is the legal right of people with disabilities, this course is designed to be universally accessible for students regardless of disability or other individual categorization. In addition to informing the instructor of your needs, students with needs for alternate learning materials or strategies should contact Services for Students with Disabilities (SSD) in the Cowell building by calling X2130 in order for access to be arranged adequately and promptly.

Mills College is an environment where students are offered the safety and support to explore their gender and sexuality. Students are asked to identify their personal gender pronoun either in class or to the instructor. Please provide your preferred name either in class or to the instructor. Students are asked to be responsive and respectful with respect to others' personal pronoun and name preferences.

Attend class weekly. **More than two absences may result in a lowered grade**.

Students should turn off their cell phone (or leave it on vibrate only) in class. Necessary phone calls are to be taken outside of the classroom.

College policy on Academic Integrity is as follows:

- Students shall honestly prepare assignments and take examinations and submit them at the time and in the manner specified by the instructor. The content of all submitted examinations and assignments is assumed to represent the student's own work unless otherwise specified.
- Plagiarism is a serious breach of academic trust. For purposes of the Mills College Honor Code, plagiarism is defined as intentionally or knowingly using someone else's ideas, words, and/or thoughts without properly crediting the source. All work for which a source is not cited is presumed to be that of the writer.

- If the Academic Integrity Standards described above are violated, the instructor will decide on an appropriate response that may include marking the assignment as incomplete, lowering grades on the assignment, failure of the course, and/or report the incident to the Provost and Dean of the Faculty for further sanction.