National University

Sanford College of Education
Special Education Department
SED 606 Health Care & Technology

Instructor:
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University and Department Vision and Mission

University Vision To be an inclusive and innovative university serving life-long learners who contribute to the positive transformation of society

University Mission To deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning

Department Vision The vision of the Special Education Department of the Sanford College of Education is to develop intentionally innovative and reflective special educators who advocate for the equality of all students and advance inclusive practices in a global community.

Guiding Principles in the Master of Education Program

The Master of Education in Special Education (M.Ed. in SPD) with a Preliminary Education Specialist Credential with Intern Option program provides the knowledge and skills needed to successfully teach and impact the lives of students with various learning support needs. The M.Ed. in Special Education is aligned with the Education Specialist Authorizations and standards of the California Commission on Teacher Credentialing.

The unique M.Ed. in SPD is grounded in Inclusive Practice in Education, Universal Design for Learning (UDL) and Social Emotional Learning (SEL). Inclusive Practice is a philosophical framework and approach to teaching that celebrates the diversity of students, enabling all students to access course content and fully participate in learning activities. Inclusive Practice values the diversity of the student body as a resource that enhances the learning experience and provides opportunities for learning, friendship, and growth.

The M.Ed. in SPD is also grounded in the principles of Universal Design for Learning (UDL). In the context of inclusive environments (i.e., brick and mortar, web- based platform and/or virtual learning environment), UDL utilizes research and evidence-based practices to guide the development of flexible learning environments that accommodate individual learning differences. Building an Inclusive Classroom/ UDL Community means implementing practices where all students, regardless of cognitive, academic, linguistic, or physical ability levels have opportunities to participate in the standards-based curriculum in the least restrictive environment possible. To ensure all students have the tools and resources to function in a globalized society, inclusive teaching includes project and inquiry-based

learning; flipped and personalized instruction; digital communication; collaboration within communities; and instruction driven by assessment and current data. Learners are the center of instruction and are viewed as producers of knowledge, lifelong learners, and users of new technologies.

Finally, these tools of success are centered within the framework of Social Emotional Learning (SEL). SEL ensures students have the knowledge, skills, and attitudes necessary to set goals, self-manage, make responsible decisions, show empathy, and establish and maintain positive relationships.

Building an Inclusive Practices, SEL, and UDL Community means aligning to current and future demands and implementing practices where all students, regardless of cognitive, academic, linguistic, or physical levels, have opportunities to participate in the standards-based curriculum in various educational settings: the general education, special education, virtual, and alternative classrooms.

Course Information

Course Prerequisite – SED 605 Class/Behavior Management; ITL 608 Design and Process of Teaching

Course Description The course will address the legal responsibilities of teachers related to student health care plans to support a safe environment and implement specialized health care regulations and technology, including how to support movement, mobility, and sensory, procedures and assistive technology, augmentative and alternative communication (AAC). The course includes an introductory study of atypical development associated with various disabilities as well as resilience and protective factors. The course will utilize assessment data for planning and implementing appropriate transition options including issues related to traumatic brain injury and providing support for students with disabilities to acquire responsibility for learning and self-advocacy. This course will also include effective conflict resolutions techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

Open Educational Resources Statement

The readings for your course have been selected from a variety of Open Educational Resources (OER) and available through the National University Library to students enrolled in the Sanford College of Education.

Course Learning Outcomes (CLOs)

Upon the successful completion of this course, you will be able to:

1. Analyze factors associated with successful planning and implementation of appropriate transition options between academic levels (grade level to career, college, independent living and community participation) including strategies for children with disabilities to facilitate assuming increasing responsibility for learning and self-advocacy. (module 4)
2. Apply information from collaboratively developed individualized health plans (IHP) to support a safe environment including students with orthopedic impairment who may

have a co-existing health impairment and or intellectual disability, to address the movement, mobility, sensory and or health care needs ensuring barrier free space, adequate storage and operation of medical equipment and other mobility sensory accommodations. (module 1)

3. Evaluate student's behavior to identify if the behavior is a manifestation of his or her disability including students with extensive support needs. If so, develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports to address with the understanding that behaviors are communicative and serve a function. (module 3)

4. Understand how to address the needs of the peers and family members of students with have a traumatic brain injury (as they transition to school and present a change in function) and or students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions and requiring the provision of appropriate supports and services. (module 2)

5. Apply knowledge of atypical development associated with various disabilities and risk conditions as well as resilience and protective factors and their implications for learning. (module 1)

6. Understand effective use of assistive technology, augmentative and alternative communication (AAC) including low and high -tech equipment and materials to facilitate communication, curriculum access, and skill s development of students with disabilities. (module 1)

7. Understand how to address core challenges associated with the neurology of open or closed head injuries to address unique profile of students who present with physical/medical access issues and demonstrate difficulty acquiring and retaining new information due to poor memory processing as well as neuro behavioral issues. (module 1)

8. Apply assessment data to 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge, 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities; and 7) to interpret and support the structure of functional hearing and vision assessment findings and guide program development. (module 3)

9. Understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals. (module 3)

10. Create a graphic organizer to explain historical interactions and contemporary legal, medical, pedagogical, philosophical models of social responsibility, and the federal, state, and local policies related to specialized health care in educational settings. (module 1)

11. Evaluate the unique features of deaf-blindness and the impact of combined hearing and vision impairments on communications, learning, and assessing environments

and the unique learning profiles and individualized instruction appropriate for students who are deafblind. (module 1)

12. Understand how to 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. (module 1)

13. Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate support to students with extensive support needs. (module 2)

Course Expectations

It will benefit you and the students you will teach in the future to engage in the class discussions and complete the course assignments. Additionally, your grade will be based on the points you earn from submitting assignments and engaging in the weekly discussions. Letter grades are based on a 100-point scale (please see below).

You are expected to

- demonstrate professionalism in their interactions and communications for ethical practice in the field of special education.
- attend all class sessions or recordings and participate in all class activities, and complete assessment measures/assignments as scheduled.
- integrate course readings, educational research and literature, multimedia sources, and lecture concepts into all appropriate   assignment requirements.
- routinely monitor their NU email and course announcements.

Faculty Feedback Expectations Your university is committed to meet Department of Education requirements for substantive and regular interactions between faculty and students. National University faculty meet this requirement through participation in at least one of the following course activities.

- participation in regularly occurring class meetings
- participation in a regularly occurring online discussion about academic course content
- offer faculty-scheduled consultations with students to discuss academic course content
- provide substantive and personalized feedback on your assignments
- provide regularly occurring announcements to summarize weekly assignments or adding individual faculty voice to the online course experience.
- participation in regularly scheduled learning sessions (synchronously); or
- provide proactive and scheduled communication in response to student progress
- responding to students within 48 hours of an inquiry

Course Grading Policy

GRADE	Percentage	Point Range
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	84-86	3.0
B-	80-83	2.7
C+	77-79	2.3
C	74-76	2.0
C-	70-73	1.7
D+	67-69	1.3
D	64-66	1.0
D-	60-63	0.7
F	0-59	0

GRADE	Percentage	Definition
A	90 – 100%	Outstanding Achievement
B	80 – 89%	Commendable Achievement
C	70 – 79%	Marginal Achievement
D	60 – 69%	Unsatisfactory Achievement

Course grade definition and definition of Grades for Graduate Courses Please refer to the most recent National University, Course Catalog, https://nu.curriqunet.com/catalog/alias/catalog86/iq/5228 for policy on Grading, Incompletes, Withdrawal, et cetera.

Assignments, Points, and Due Dates

Module	Activities/Assignments	Points	Due Date
1	Student Introductions	0	Sunday
1	Discussion – Identify DHH & VI on the SEL Needs of the Individual Start by watching these two videos: • How Technology Has Changed What It's Like to be Deaf. (13:49) • Ron McCallum: How technology allowed me to read | TED Talk Include in your group discussion how what you learned from watching these videos can be applied to your own teaching and work with students who are deaf or hard of	2	Thursday – initial post Sunday – reply posts

Module	Activities/Assignments	Points	Due Date
	hearing, who are vision impaired, and who may just have unique and diverse learning needs. An alternative to posting questions and responses on the discussion board is to schedule a zoom session for your group to meet. Record your group's discussion and post the link so your instructor can access the discussion for grading purposes. If your group chooses to meet virtually, the discussion should be between 30 and 45 minutes.		
1	Assignment 1: Identify Features of a Safe and Supportive Physical Classroom Environment (Fieldwork) You will need to visit and observe a physical classroom. The classroom you will observe can be an elementary classroom, a middle school classroom, or a high school classroom. It can be a general education classroom or a self-contained special education classroom. The purpose of your observation will be to identify the features that characterize the classroom as a safe and supportive physical classroom environment. For this assignment, you will be using the checklists developed by the California Center for School Climate that is a part of the California Safe and Supportive Schools. Pfister, Magby, and Betz (2023) designed the checklists around five guiding principles. Each guiding principle has its own checklist, and each guiding principle is based on current research. • Guiding Principle #1: Uncluttered and Focused • Guiding Principle #2: Flexible and Adaptive • Guiding Principle #3: Warm and Calm • Guiding Principle #4: Supportive and Caring • Guiding Principle #5: Community Oriented How to Use the Checklists 1. Use the prompts listed in the first column, *Features*, to think about what to observe in the classroom. 2. Note in the second column, *Observations*, what you are seeing in the physical space. Pfister, Magby, and Betz (2023) suggest pretending you are a new student and seeing the room for the first time.	5	Sunday

Module	Activities/Assignments	Points	Due Date
	3. Use the third column, *Opportunities for Your Classroom*, to write down actionable ideas for your own classroom. Ask yourself how you can design your classroom to align with the guiding principles. Checklists: Designing Safe and Supportive Physical Classroom Environments		
1	<mark>Assignment 2: Apply Your Knowledge of Students' Assets and Learning Needs to a Case Study</mark> (TPEs MM/EX 7.1 & 7.2) This is a three-part assignment about getting to know your students and the characteristics of Traumatic Brain Injury (TBI), Deaf/Hard of Hearing (D/HH), Vision Impaired (VI), and Orthopedically Impaired (OI). It is recommended that you complete the parts in order. You will need the information from part one to complete part two and you will need the information from parts one and two to complete part three. Overall, this assignment is meant to give you an opportunity to build your knowledge of children and adults with the disabilities of TBI, D/HH, VI, and OI. **Instructions** **Part I** Click on the link below to access the table template. Complete the table template. You will need to provide information for each square. Use the readings, videos, and the resources linked below as needed to complete Part I of this assignment. You will need this complete table to do Part II. • Assignment 2, Part I Table Template Models of Disability • Medical and Social Models of Disability from the Office of Developmental Primary Care • American Psychological Association: Conceptualizing Disability: Three Models of Disability • Legal Model: Guide to Disability Rights Law • Models of Disability • Stanford Encyclopedia of Philosophy, Disability: Definitions and Models	5	Sunday

Module	Activities/Assignments	Points	Due Date
	○ Use Section 2.1 of this resource, Philosophical Discussion of Official Definitions of Disability, to understand the philosophical model. **Part II** Read the case study about Stefan. After reading the case study: • Identify strategies you could suggest that would assist this young man with managing his High School Competency (HSC) studies. • Think about what he could do himself, what the school might be able to provide, and what changes may be needed at home. Write your rationale for recommending the strategies you did. Show that the reasons for choosing these strategies are based on the assessment results and other evidence provided in Stefan's case study. **Stefan Case Study** **Part III** Record yourself explaining to Stefan's parents your recommended strategies and how your recommendations are supported by the assessment results.		
1	Quiz – Matching Disability Categories	7	Sunday
2	Discussion – Elaborate on Building Home-School Partnerships In your discussion group, respond to the three questions below. This discussion meets CLOs 4 and 13. • What are the needs of peers and family members of students who have a traumatic brain injury, students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions? • How can teachers form partnerships with families and help address some of their needs?	2	Thursday – initial post Sunday – reply posts

Module	Activities/Assignments	Points	Due Date
	• What are some barriers to forming partnerships with families? An alternative to posting questions and responses on the discussion board is to schedule a zoom session for your group to meet. Record your group's discussion and post the link so your instructor can access the discussion for grading purposes. If your group chooses to meet this way, the discussion should be between 30 and 45 minutes.		
2	<mark>Assignment 3 – Design a Professional Development Session to Foster Collaboration with Families/Guardians</mark> (TPE 7.10) To successfully complete this assignment, you will plan a 90-minute professional development session for the teachers at your school. Your session will • identify the needs of the peers and family members of students who have a TBI (traumatic brain injury), students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions (e.g., Rhett Syndrome). • ask teachers to apply their understanding of the needs of the peers and family members of students who have a traumatic brain injury, students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions to their own work with parents and families. • identify essential elements of supportive partnerships with parents, families, and other teachers. • ask your participants to apply their knowledge of the essential elements of supportive partnerships to develop a plan for building partnerships with the parents, families, and teachers they work with to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate support to students with extensive support needs. The plan for your 90-minute professional development session should have these components. • Title	7	Sunday

Module	Activities/Assignments	Points	Due Date
	• A 150-word abstract about what your session is about and why this information is important for teachers to know • three to four objectives for your session (What do you want the participants to learn or take away from your session)? This can be a bulleted list. • Details that create a mental picture showing the progression of the session for the teachers who will be giving up 90 minutes of their workday to learn from you. o Will participants be listening to your lecture for 90 minutes? o Will participants be working in small break-out groups? o Will you include activities and videos for the participants? o Explain how teachers after leaving the session will be able to use this new information. • Include material you will use (PowerPoint slides, videos, handouts, etc.) and material your participants use (readings, hands-on activities, prompts for table talks, etc.)		
2	Assignment 4 – Interview a Teacher or Parent (fieldwork) For this assignment, you will need to interview a teacher who works with students who have TBI, chronically ill students, hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions. This person can be a general education teacher of any grade level, a special education teacher working in a self-contained classroom, or a resource teacher who may co-teach with a general education teacher. If you cannot identify a teacher who serves students with these types of extensive needs, you may instead interview a parent(s) of a child with any one of these conditions. Have the teacher or the parent you interview to respond to the three questions below. After asking the three questions, ask three more of your own. You will be asking and getting responses to at least six questions.	5	Sunday

Module	Activities/Assignments	Points	Due Date
	• What are the needs of peers and family members of students who have a traumatic brain injury, students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions? • How can teachers form partnerships with families and help address some of their needs? • What are some barriers to forming partnerships with families? You may submit this assignment as a Word document. Please include each question immediately followed by the response. Also, include • Your name • The date you communicated with the teacher or the parent(s) • The age of the child (children) • The specific condition(s) for which the child (children) is treated If you do not want to submit a Word document, you may instead interview the teacher or the parent via zoom or another video conference platform. In this case, you will submit the link so your instructor can access the video. In addition to the responses to the three questions above and to the three questions of your own, the video needs to include the information below. • Your name • The date you communicated with the teacher or the parent(s) • The age of the child (children) • The specific condition(s) for which the child (children) is treated It is preferred you did not complete this assignment via email. If the person is wary of appearing on video, they may keep their camera off.		
2	Quiz – Identifying Processes and Conditions	8	Sunday

Module	Activities/Assignments	Points	Due Date
3	Discussion – How Do We Determine the Function of Behavior? Start by watching the video "Behavioral Theory I: How Do We Determine the Function of Behavior?" linked below. How Do We Determine the Function of Behavior? (11:02) Respond to these two prompts: • How does an understanding of the context in which behavior occurs (ABC) help you develop interventions? • Share a time you think you have seen a mismatch between function and intervention.	2	Thursday – initial prompt Sunday – reply posts
3	Assignment 5 – Identify the Purpose and the Function of Behavior The steps to complete this assignment are below. The link to access the activity sheets is below. Your work should include a title page formatted to meet APA guidelines. This assignment addresses MLO 1, MLO 2, and CLO 3. • Read pages 3-17 in *Practical Functional Behavioral Assessment Training Manual for School-Based Personnel: Participant's Guidebook*. The link for this guidebook is below under Additional Resources. It is also located above in the Required Resources section. • Complete Activity 1, Activity 2, Activity 3, and Activity 4. • Complete Checks for Understanding Check 1, Check 2, and Check 3. Loman, S. & Borgmeier, C. (2010). *Practical functional behavioral assessment training manual for school-based personnel: Participant's guidebook.* Center on PBIS.	5	Sunday
3	Assignment 6 – Apply the Skilled Dialogue Framework to Your Collaboration with Parents, Teachers, Specialists, and Other Professionals (group assignment) (TPE 7.10)	5	Sunday

Module	Activities/Assignments	Points	Due Date

	Your group for this assignment is your Module 3 Discussion Group. Follow the steps below to complete this assignment. The information you need to do this assignment is located under Additional Resources (see below).
	
	• Read the document that explains Skilled Dialogue.
	• Watch the three videos that show the creators of Skilled Dialogue talking about how and why it was developed.
	• Watch the video Mock IEP Meeting. As you watch this video, consider the qualities and dispositions of Skilled Dialogue and identify which principles you see exemplified in the mock IEP meeting.
	• After you note the qualities and dispositions reflected in the IEP meeting, review the document that explains Skilled Dialogue.
	• Complete the table below (included as a separate attachment) by recording in each box a scene from the video that reflects the Skilled Dialogue quality and disposition. Be sure to also record in the correct column why you think this video scene reflects the particular quality and disposition.
	
	Article
	
	• Barrea, I. & Kramer, L. (2012). *Using Skilled Dialogue to Transform Challenging Interactions*. National Association for the Education of Young Children (NAEYC).
	    •
	    ○ Individual Education Plan (IEP) meetings can be contentious. The information in this brief article provides a framework with strategies for re-focusing and transforming challenging interactions with parents, administrators, teachers, and other individuals into constructive and productive meetings.
	
	Videos
	
	• What is the Skilled Dialogue approach to cultural diversity? (pt 1)
	• What is the Skilled Dialogue approach to cultural diversity? (pt 2)		

Module	Activities/Assignments	Points	Due Date
	• What is the Skilled Dialogue approach to cultural diversity? (pt 3) • Mock IEP Meeting: A Student with Special Needs Transcript Table Template • Skilled Dialogue and IEP Meetings Template		
3	Quiz – FBA and Skilled Dialogue	8	Sunday
4	Discussion – Explain Work-Based Transition Activities Start by watching the video "Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Support Needs" by selecting the link below. Practical Considerations for Work-Based Learning Experiences (WBLE) for Students with Complex Support Needs Then, respond to these two prompts within your discussion group: • Why should work-based transition activities be incorporated into the school day? • How can work-based transition activities be incorporated into the school day while balancing the needs of each student?	2	Thursday – initial response Sunday – reply posts
4	Assignment 7 – Finding the Basics of Transition Planning-A Scavenger Hunt Complete the table below by adding the page number of each section and including a response to each question. To complete this assignment, you need to use the document Secondary Transition Planning: The Basics (2020), compiled by Sue Sawyer of the California Transition Alliance.	7	Sunday

Module	Activities/Assignments	Points	Due Date
	Some of these questions may appear on the Module 4 Exam: Signature Assignment. Secondary Transition Planning: The Basics (2020), compiled by Sue Sawyer of the California Transition Alliance Finding the Basics: Scavenger Hunt Template		
4	Assignment 8 – Explain the Basics of Transition Planning You will complete the module, Best Practices in Planning Transition, located on the Transition Coalition website. After you complete all the sessions in the module, a certificate of completion will be emailed to you from the Transition Coalition. It will go to the email you used when you opened your account. To receive credit for completing this assignment, you need to submit your Certificate of Completion to Brightspace. The link to the website is below, in the Additional Resources section. The directions for navigating the website and locating the module are included as an attachment below. Transition Coalition - Website Explain the Basics of Transition Planning - Job Aid	10	Sunday
4	Assignment 9 – Portfolium • *Review your work from SED 606.* • *Identify an assignment that you believe represents your knowledge and application of a specific concept, idea, or topic.* • *Consider all your work and not just the assignments that received high scores. Once you identify an assignment, upload it to your portfolio in Portfolium.* • *Include a short reflection that explains why you included that assignment and how it addresses one or more of the 13 Course Learning Outcomes.* • *Submit your personal Portfolium link in Brightspace so your instructor can access your portfolio. Remember,*	3	Sunday

Module	Activities/Assignments	Points	Due Date
	the correct link will have your name as part of the link. • *Check with your instructor if you have questions.*		
4	Final Exam – Signature Assignment	17	Sunday

Professional Dispositions and Civility

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Expectations for classroom behavior (which apply to online and onsite courses) include but are not limited to the following: Conflicting opinions among members of a class are to be respected and responded to in a professional manner. Respond to others in the way that you yourself would want to be addressed.

You are expected to

- demonstrate the dispositions expected of teacher candidates.
- demonstrate professionalism by being on time to live sessions and in turning in assignments.
- be honest in all coursework.
- bring the following skills and attitudes to the class discussions:
  - willingness to accept the challenge of reading text and research concerning teaching and
  - willingness to discuss, read and write independently and in small and large groups.
  - willingness to listen with an open mind to ideas and informed opinions of others.
  - willingness to express ideas in clear, concise English.

Attendance (online courses)

It is expected you will

- login to the class at least twice a week (many candidates find that it important to login into the class most every day).
- attend live sessions.
- mute microphone when not in use. Limit background noises and be attentive in class.
- notify the professor immediately if technological problems prevent your attendance in the class.
- notify me should any issues arise that may affect on-time submission of your work prior to the due date of the assignment. If I do not receive prior notification, no credit may be given for the work done for that class session or for an assignment that is due.

- acknowledge that an absence is assessed each time a Candidate does not submit a Weekly Discussion Board prompt.
- acknowledge that in accordance with National University policy, more than three absences, excused or unexcused, will result in a less than satisfactory grade.

Written Assignment Expectations

Please follow these expectations for your written work.

- Submit your work as Microsoft Word documents, Times New Roman or Arial style font, font size 12, double spaced with your name and date indicated. Please do not submit a PDF of your work.
- Use standard English following APA 7th Edition guidelines, error free in sentence construction, grammar, punctuation, and spelling.
- Submit in Brightspace. Please do not send me your work via email.

Late Work

Please follow these guidelines for late work.

- All assignments are due by 11:59 p.m. on Sundays.
- Late assignments are accepted only with prior approval. To obtain that approval, you must request this approval via email, and I will respond by either approving or denying the request.
- If your request is approved, together, you and I will determine the timeframe to complete the assignment.
- Permission to submit work late applies to that assignment only and does not change the due dates for the subsequent assignments.
- If the request is denied, or if you fail to obtain approval, you may receive no credit for the assignment.
- Late work that is accepted is subject to a grade deduction, at my discretion.

General Academic Policies

At the start of the course, within the first week, make sure to read the Academic Policies and Procedures (NU).

Code of Conduct for Online Students

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. Equally valued is the respect given to university computer systems and information technology. To that end, you need to adhere to the following online code of conduct.

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University's computer systems.

- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse.
- Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes but is not limited to demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature, and unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

Civility As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- There are to be no offensive comments, language, or gestures.

Diversity Learning to work with and value diversity is essential in every degree program. Students are required to act respectfully toward other students and instructors throughout the course. Students are also expected to exhibit an appreciation for multinational and gender diversity in the classroom and develop leadership skills and judgment appropriate to such diversity in the workplace.

Ethics Ethical behavior in the class is required of every student. Students are also expected to identify ethical policies and practices relevant to course topics.

Disability

National University complies with the Americans with Disabilities Act of 1990 and. Section 504 of the Federal Rehabilitation Act of 1973. If you need accommodation due to a documented disability, please contact Student Accessibility Services. Student Accessibility Services provides disability consultation and coordination of support services and accommodations for all eligible students with disabilities. Student Accessibility Services (858) 642-8058 or (specialservices@nu.edu).

Academic Integrity

Students are required to cite the use of materials written by others in all written communications for courses. Plagiarism is the presentation of someone else's ideas or work as one's own. This includes using ideas, words, or phrases without proper attribution. Students found plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the University Catalog, which may include a failing grade for the work in question or for the entire course. Inadequately or improperly cited work receives no credit. In cases of plagiarism, the burden of proof rests on the student, not the instructor. In other words, the student will be required to prove that plagiarism has not occurred. For

more information on proper citation and writing research papers see the web sites listed below:

- [Plagiarism](http://owl.english.purdue.edu/handouts/research/r_mla.html) (http://owl.english.purdue.edu/handouts/research/r_mla.html)
- [Quoting, Paraphrasing, and Summarizing](http://www.owl.english.purdue.edu/handouts/research/r_mla.html) (http://www.owl.english.purdue.edu/handouts/research/r_ mla.html)

Technology Requirements

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please access the [Online Course Technical Requirements](#) housed in the National University Knowledge Base.

Computer Skills/Digital Literacy

You are expected to be competent in using current technology appropriate for this discipline. In the SCOE, candidates are expected to have headphones and microphone, or computer audio enabled for speaking and listening to participate orally in Collaborate sessions. Candidates must be competent using word processing, spreadsheet, and presentation software. Examples of these types of programs include Microsoft Word, Excel, and PowerPoint. You must also be able to use an Internet browser and email program.

Writing Standards

You are expected to demonstrate writing skills in describing, analyzing, and evaluating ideas and experiences. Written material must follow specific standards regarding citations of authors' work within the text and references at the end of the paper. You are encouraged to use the services of the University's Writing Center when preparing materials. There is a link to the Writing Center in the course. Grades will be assigned for written material in accordance with the University catalog. The following website provides information on APA writing and citation styles required for written work: [NU Library Guides](#).

People First Language/Course Etiquette[1]

The language we use both in written and oral format reflects our attitudes and beliefs. Faculty and students are expected to refer to persons with disabilities with respect. We are expected to use "people first language". People First language refers to the person first and not as a label or category. As an example, refer to a student with Down Syndrome rather than a Down Syndrome student and a student with a disability rather than a disabled student.

University Non-Discrimination Policy

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[1] Assembly Concurrent Resolution 60 was introduced by Assembly Member Miguel Santiago (Los Angeles) on April 28, 2015. ACR 60 affirms the Legislature's intent that state policies and procedures should utilize "People First Language" to the greatest extent possible when referring to students with disabilities. http://www.leginfo.ca.gov/pub/15-16/bill/asm/ab_0051-0100/acr_60_bill_20150520_amended_asm_v98.htm

National UNIVERSITY

The Master of Education in Special Education program abides by the National University Equal Opportunity, Harassment and Nondiscrimination Policy, as found on the on the website and in the General Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to race, color, national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender. Respect for diversity is embedded in the nature of the Master of Education in Special Education program at National University, and the Master of Education in Special Education program is committed to acknowledging and discussing diversity in general and as it relates to this course of study. Appendix A illustrates how ideas and concepts associated with diversity, equity and inclusion are integrated into program curriculum. Students are expected to conduct themselves with professionalism and respect for all whom they connect and engage with during their educational experiences. National University offers programs in a wide variety of contexts. This is also true of the professional experiences you will encounter after graduation. As such, the importance of diversity can be seen in the actual diversity of our students, faculty, and administrators, as well as being evident throughout our curriculum, internships/practicums and educational outcomes.

It is our sincere hope that no member of our community experiences discrimination, harassment, misconduct or violence based on protected-class. However, should that occur, please know that any person may file an informational report (whether or not the person reporting is the person alleged to have experienced the conduct). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at this link: www.nu.edu/reportit, or in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator.

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SED 606 Health Care & Technology Support

CLO-TPE-Assignment-Module Alignment Table

CLO	TPE	Assignment/Discussion/Learning Activity	Module
5; 7; 11	ESN 1.3; 3.5; 4.6 MMSN 3.3; 4.5	Assignment 2: Document Student Characteristics and Design a Safe Learning Environment	1
6; 12	ESN 2.1; 4.3 MMSN 4.1	Discussion 1: Identify the Influence DHH and VI has on the SEL Needs of the Individual Assignment 2: Document Student Characteristics and Design a Safe Learning Environment	
2	ESN 2.2; 2.7 MMSN 2.2; 2.3	Assignment 1: Examine Characteristics of a Safe Learning Environment (Fieldwork) Assignment 2: Document Student Characteristics and Design a Safe Learning Environment	
10	ESN 6.4; 6.5	Assignment 2: Document Student Characteristics and Design a Safe Learning Environment	

	MMSN 6.3; 6.4		
4	ESN 2.14 MMSN 2.11	Discussion 2: Elaborate on Building Home-School Partnerships	2
		Assignment 3: Develop a Professional Development Session	
		Assignment 4: Interview a Teacher or Parent (Fieldwork)	
13	ESN 6.1	Discussion 2: Elaborate on Building Home-School Partnerships	
		Assignment 4: Interview a Teacher or Parent (Fieldwork)	
3	MMSN 2.6 ESN 2.9 ESN 4.1 U 2.6	Discussion 3: Determining the Function of Behavior?	3
		Assignment 5: Identifying the Purpose and the Function of Behavior	
8	MMSN 5.2 ESN 5.3 ESN 4.2	Assignment 5: Identifying the Purpose and the Function of Behavior	
9	MMSN 6.2	Assignment 6: Skilled Dialogue and IEP Meetings	

	ESN 6.3		
1	ESN 1.1 MMSN 1.6	Discussion 4: Explain Work-Based Transition Activities	4
		Assignment 7: Finding the Basics for Transition Planning-A Scavenger Hunt	
		Assignment 8: Best Practices in Transition Planning	