EDUC 221M Effective Teaching for Students with Disabilities

Term:
Credits: 3 units
Course Day & Times: ###
Location: ### (for online courses put Zoom link here)

Instructor Information
Name:
Contact Phone & Email:
Office Location:
Office Hours: Virtual Office - Day, Times, and by appointment

Course Description

EDUC 221M challenges multiple and single subject teaching credential candidates to critically examine and reimagine inclusive instructional environments. This course moves beyond traditional frameworks to introduce candidates to the dynamic interplay between students' diverse backgrounds—including their cultural, linguistic, and ability diversities—and the educational structures that shape their learning experiences. With a focus on dismantling barriers and fostering equity, the course equips future educators with strategies to deeply understand their students' knowledge, experiences, and interests, as well as to assess their academic, language, and social skills in a holistic manner. Emphasizing critical pedagogy and socially just teaching practices, EDUC 221M encourages candidates to develop and implement flexible, standards-based instruction that is responsive to the needs of all learners, particularly those with disabilities. This approach ensures that every student has meaningful opportunities to learn and thrive every day. The course provides a critical examination of disability types as defined by IDEA 2004 and California's rules and regulations, challenging candidates to consider the socio-political contexts of disability identification and the provision of special education services. Through this lens, candidates explore the diverse population eligible for special education services, critically analyze the continuum of available services, and evaluate different models of service delivery in terms of their inclusivity and effectiveness. Candidates will engage with contemporary debates around inclusion, equity, and justice in education, examining how systemic inequities and cultural biases influence the identification process and the allocation of resources and services. This critical inquiry extends to exploring innovative, equity-oriented models of education that challenge traditional notions of disability and aim to transform educational practices to be genuinely inclusive and empowering for all students. By the end of this course, candidates will not only have developed a comprehensive toolkit for creating inclusive educational environments but also cultivated a critical consciousness about the roles educators play in either perpetuating or challenging systemic inequities within the education system. EDUC 221M invites future educators to become advocates for change, equipped with the knowledge, skills, and ethical commitment to contribute to the creation of more just and equitable

educational spaces.

Respect for Diversity
It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diverse identities (e.g., those based on gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture). Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Land Acknowledgment
Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Syllabus Table of Contents:

Mission and Goals of the Department of Education

Rooted in the Jesuit tradition at Santa Clara University, the mission of the Department of Education is to prepare professionals of competence, conscience, and compassion who will promote the common good as they transform lives, schools, and communities. Our core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Faculty, staff, and students in the Department of Education:

1. Make student learning our central focus
2. Engage continuously in reflective and scholarly practice
3. Value diversity
4. Become leaders who model ethical conduct and a commitment to social justice
5. Seek collaboration with others in reaching these goals

MATTC Program Learning Goals (PLGs)

The PLGs represent SCU's Masters of Arts in Teaching and Teaching Credential (MATTC) program's commitment to individuals who earn their multiple or single subjects credential at Santa Clara University. The MATTC faculty focus on ensuring each student will begin their teaching career ready to:

1. Maximize learning for every student.
2. Teach for student understanding.
3. Make evidence-based instructional decisions informed by student assessment data.
4. Improve your practice through critical reflection and collaboration.
5. Create productive, supportive learning environments.
6. Apply ethical principles to your professional decision-making

The PLGs guide our program. Therefore, all MS/SS teaching credential program course objectives are cross-referenced with the PLGs. (A fully elaborated version of the MS/SS PLGs can be found in the Teacher Candidate Handbook, Pre-Service Pathway.)

Course Objectives

This course will develop students' knowledge of or skills related to:		Goals/Standards Addressed			
		DG #	PLG #	TPE #	MMSN TPE #
1	**Critical Engagement and Supportive Strategies**: Critically engage with and support the diverse needs of all students, including those with linguistic, cultural, socio-economic differences, and disabilities. Employ a range of culturally responsive and inclusive instructional strategies to promote holistic achievement—academic, behavioral, and socio-emotional—focusing on dismantling systemic barriers and advocating for equity and justice in learning environments.	1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6	1.1, 1.3, 2.6	1.1, 2.5, 2.6
2	**Inclusive Planning and Individualized Support**: Demonstrate the ability to collaboratively develop and implement Individualized	2, 3	1, 2, 3, 5, 6	2.4, 4.4, 5.6	1.4, 4.4, 5.6

	Education Programs (IEP) and Individual Transition Plans (ITP) with goals that are not only aligned with the Common Core State Standards and California Preschool Learning Foundations but also promote effective inclusion and access to the general education curriculum. Emphasize the importance of equity and inclusion in these plans, ensuring they reflect a commitment to disability justice and the empowerment of students with disabilities.				
3	**Equitable Instructional Organization**: Understand and organize subject matter in ways that are accessible and equitable for all students, guided by the California Dyslexia Guidelines. Introduce and apply strategies that support positive social-emotional development, self-determination, and a functional analysis of behavior that is sensitive to linguistic, cultural, and socio-economic differences, as well as disabilities. This includes a critical examination of curriculum materials and teaching methods for their ability to reflect diverse perspectives, meet diverse needs, and provide evidence-based literacy instruction tailored to support students with dyslexia and other reading difficulties.	1, 2, 3, 4, 5	1, 2, 3, 5	1.4, 2.5, 4.6, 7.2, 7.10	1.3, 2.2, 4.1
4	**Universal Design for Learning (UDL) and Differentiation**: Plan instruction informed by Universal Design for Learning (UDL) principles to create differentiated lessons that ensure equitable access and participation for all students, including those with linguistic, cultural, socio-economic differences, and a range of disabilities. This objective emphasizes the design of inclusive learning experiences that respect and celebrate diversity.	1, 2, 3	1, 2, 3, 4, 5, 6	1.6., 4.1, 5.5	1.6, 4.6, 5.7
5	**Critical Understanding of Legal and Assessment Frameworks**: Gain a critical understanding of the legal frameworks governing special education	3	3	5.1, 5.7, 6.1	5.1, 5.4, 5.7

	(IDEA) and engage with a variety of assessment tools used in special education. Focus on making data-driven instructional decisions that uphold students' rights to equitable education and reflect a deep commitment to understanding and addressing the unique needs of students, including those on the autism spectrum.				
6	**Accessibility and Functional Inclusion**: Develop strategies to address and mitigate the functional limitations experienced by students with orthopedic impairments, health impairments, and/or intellectual disabilities. This involves a critical approach to creating accessible learning environments that enable these students to fully participate and engage in their education, challenging and changing spaces and practices that limit physical access and participation.	3	3	2.2, 2.6, 4.4	1.5, 2.8, 4.2
7	**Intersectionality and Advocacy in Education**: Cultivate a deep understanding of equity and inclusion principles within the context of special and inclusive education. By exploring and applying an intersectional lens—considering race, disability, gender, and other identity markers—to teaching practices, ensure that all students are met with respect, understanding, and support. This includes preparing students to be advocates for disability justice, equipped to challenge inequities and contribute to the creation of just and inclusive educational environments.	3	3	1.8, 6.2, 6.4	2.7, 6.2, 6.6

***DG**=Department Goals; **PLG**=Program Learning Goal; **TPE**=Teaching Performance Expectation Standard; **MMSN TPE**=Mild Moderate TPEs

Required Resources (including readings)

This course does not require the purchase of a textbook. Instead, all reading materials, including scholarly articles, book chapters, and other relevant resources, will be provided to you through Camino, our learning management system.

Graded Assignments

Assignment Title	Due Date	Points or %	TPEs Addressed	MMSN TPEs Addressed
1. Class Attendance and Participation		**100**	1.1, 1.3, 1.4, 1.6, 1.8 2.2, 2.4, 2.5, 2.6, 4.1, 4.4, 4.6 5.1, 5.5, 5.6, 5.7 6.1, 6.2, 6.2, 6.4	1.1, 1.3, 1.4, 1.5, 1.6 2.2, 2.5, 2.6, 2.7, 2.8 4.1, 4.2, 4.4, 4.6 5.1, 5.4, 5.6, 5.7, 5.7 6.2, 6.2, 6.6
2. Reading & Media Review Discussion		**100**	1.1, 1.3, 1.4, 1.6, 1.8 2.2, 2.4, 2.5, 2.6, 4.1, 4.4, 4.6 5.1, 5.5, 5.6, 5.7 6.1, 6.2, 6.2, 6.4	1.1, 1.3, 1.4, 1.5, 1.6 2.2, 2.5, 2.6, 2.7, 2.8 4.1, 4.2, 4.4, 4.6 5.1, 5.4, 5.6, 5.7, 5.7 6.2, 6.2, 6.6
3. Deep Dive Class Activities		**100**	1.1, 1.3, 1.4, 1.6, 1.8 2.2, 2.4, 2.5, 2.6, 4.1, 4.4, 4.6 5.1, 5.5, 5.6, 5.7 6.1, 6.2, 6.2, 6.4	1.1, 1.3, 1.4, 1.5, 1.6 2.2, 2.5, 2.6, 2.7, 2.8 4.1, 4.2, 4.4, 4.6 5.1, 5.4, 5.6, 5.7, 5.7 6.2, 6.2, 6.6
4. Signature Assignment		**100**	1.1, 1.3, 1.4, 1.6, 1.8 2.2, 2.4, 2.5, 2.6, 4.1, 4.4, 4.6	1.1, 1.3, 1.4, 1.5, 1.6 2.2, 2.5, 2.6, 2.7, 2.8 4.1, 4.2,

		5.1, 5.5, 5.6, 5.7 6.1, 6.2, 6.2, 6.4	4.4, 4.6 5.1, 5.4, 5.6, 5.7, 5.7 6.2, 6.2, 6.6

Note: Descriptions and rubrics for major course assignments can be found on Camino.

Grading Criteria

1. All written and oral assignments must reflect graduate-level standards. As a future teacher, you must be able to model communication skills for your students.
2. Attendance and participation in all class meetings is required. If you are going to be absent from class, you must notify the instructor of your absence. You will still be responsible for all missed content and in-class work (see Attendance Policy below for more details).
3. Letter grades are assigned based on overall percentage, as follows:

A	94-100%	C+	77-79%
A-	90-93%	C	74-76%
B+	87-89%	C-	70-73%
B	84-86%	D+	67-69%
B-	80-83%	D	63-66%

Your grades will be visible in Camino.
4. For assignments done in groups, all group members will receive the same grade, unless otherwise stated.
5. Final grades will reflect students' contributions (e.g., attendance, class discussions, quality of presentation, ability to lead discussion groups, completion and quality of course assignments), critical thinking and ability/degree to which student integrates theory, research and practice.
6. All assignments are expected to be submitted on their due dates. Unless we have made special arrangements beforehand, late assignments will be docked 5% for each day past the due date that they are submitted.

Course Outline

* The instructor retains the right to make changes, additions, or deletions to the syllabus during the course of the session. Changes will be communicated via an in-class announcement, Camino, and/or email.

* In this syllabus, I, as an instructor, use the term "English Language Learners (ELLs) with disabilities" to describe students who are acquiring English as an additional language and have been identified as having disabilities that impact their educational experiences. This terminology is chosen with an understanding of the ongoing debate around language and identity in the educational field, as well as the varied connotations associated with different terms.

I recognize that terms such as "multilingual learners" or "emergent bilingual learners" are increasingly preferred for their positive framing and their ability to highlight the linguistic assets and potential of students. These terms rightly shift the focus from a deficit perspective to one that values linguistic diversity and acknowledges multilingualism as a strength. However, the decision to use "English Language Learners with disabilities" in this syllabus is guided by a desire to ensure clarity and alignment with current legal and educational policies, which often use this terminology. It is important for future educators to be familiar with the terms and frameworks used in policy and practice, as these directly impact our approach to teaching, assessment, and support for students.

This choice does not diminish our collective commitment to fostering an inclusive, asset-based approach to education that recognizes and builds upon the diverse backgrounds, abilities, and experiences of all students. Throughout this course, we will emphasize strategies that honor the linguistic and cultural identities of students, promote equity, and challenge systemic barriers to learning.

Week (Date)	Topic	Readings & Relevant Activities	Assignments
1	**History of Disability Rights Movement and Special/Inclusive Education**	**1. Key Concepts** ● Social and Medical Models of Disability ● Disability Rights and Justice ● The History of Special Education **2. Assigned Reading** ● Baglieri, S., & Lalvani, P. (2020). Chapter 2. Foundations for Teaching About Disability and Ableism, *Undoing ableism: Teaching about disability in K–12 classrooms*. Routledge. ● Yell, Mitchell L. (2020). *The Law and Special Education*. Pearson,	1. Reading & Media Review Discussion Post **Due 4/2 at 11:59pm** 2. Deep Dive Class Activity Submission **Due 4/2 at 11:59pm**

		o Chapter 3. The History of the Law and Children with Disabilities **3. Media Review** ● Watching "*Crip Camp*" **4. Class Activities** ● Group Discussion-Understanding Historical and Contemporary Foundations of Disability and Education ● Dis/Ability- Privilege and Marginalization **5. Deep Dive Activity** ● Analyzing and Applying Historical and Contemporary Models of Disability	

2	**Legal Foundations of Special Education**	**1. Key Concepts**
		● Legal foundations (IDEA, ADA, Section 504, Every Student Succeeds Act)
		2. Assigned Reading
		● Yell, Mitchell L. (2020). *The Law and Special Education*. Pearson,
		    o Chapter 4. The Individuals with Disabilities Education Act
		    o Chapter 9. Identification, Assessment, and Evaluation
		3. Media Review
		● Special Education Law
		● Individual and Emergency Healthcare Plan in the IEP and Section 504
		● IDEA Special Education Resolution Meetings
		4. Class Activities
		● Self-Check: Legal Foundations Quiz
		● Discussion on the Least Restrictive Environment
			1. Reading & Media Review Discussion Post **Due 4/9 at 11:59pm**
			
			2. Deep Dive Class Activity Submission **Due 4/9 at 11:59pm**

		- Discussion and Case Analysis-Legal Foundations in Special Education - Leveraging Assessment Data to Support Diverse Learner Needs - Culturally Responsive Assessment and Identification Practices **5. Deep-Dive Class Activity** - Exploring Key Legal Cases and Advancements in Special Education Law Amendments	
3	**Intersectional Lens: Equity-Oriented, Asset-Based Special/Inclusive Education**	**1. Key Concepts** - Intersectionality in Special Education - Disability Critical Race Theory (DisCrit) - Racial Disparities in Special Education Outcomes **2. Assigned Reading** - Annamma, S. A., Connor, D., & Ferri, B. (2013). Dis/ability Critical Race Studies (DisCrit): Theorizing at The Intersections of Race and Dis/ability. *Race Ethnicity and Education, 16*(1) https://doi.org/10.1080/13613324.2012.730511 **3. Media Review** - The Urgency of Intersectionality | Kimberlé Crenshaw **4. Class Activities** - Mini Presentation: Racial Disproportionality in Special Education **5. Deep-Dive Class Activity** - Accessing Resources to Support Students with Disabilities Facing Intersectional Marginalization	1. Reading & Media Review Discussion Post **Due 4/16 at 11:59pm** 2. Deep Dive Class Activity Submission **Due 4/16 at 11:59pm**
4	**Ensuring Educational Progress**	**1. Key Concepts** - Culturally and Linguistically Responsive IEPs - Individualized Transition Planning	1. Reading & Media Review Discussion Post **Due 4/23 at 11:59pm**

| | | 2. **Assigned Reading**
   ● Yell, Mitchell L. (2020). *The Law and Special Education*. Pearson, Chapter 10 The Individualized Education Program
3. **Media Review**
   ● 7 Steps in An IEP Process \| Special Education Decoded
   ● IEP Goals Defined \| Special Education Decoded
   ● What Does an IEP Look Like for an ELL?
   ● Endrew F. Case-Progress Monitoring
   ● Mock IEP Meeting
   ● Transition Skills for Independent Living
4. **Class Activities**
   ● Developing Meaningful IEPs/ITPs with Families and Students
   ● Building Self-Advocacy and Responsibility for Transition Success
5. **Deep-Dive Class Activity**
   ● Develop SMART IEP Goals for CLD students with Disabilities | 2. Deep Dive Class Activity Submission **Due 4/23 at 11:59pm** |
| 5 | **Cross-Cutting Instructional Approaches** | 1. **Key Concepts**
   ● Universal Design for Learning (UDL)
   ● Differentiated instruction
   ● Assistive Technology
2. **Assigned Reading**
   ● Effective Differentiated Instruction and UDL for All Students.
   ● CEC's High-Leverage Practices for Students with Disabilities
3. **Media Review**
   ● Differentiating Instruction: How to Plan Your | 1. Reading & Media Review Discussion Post **Due 4/30 at 11:59pm**

2. Deep Dive Class Activity Submission **Due 4/30 at 11:59pm** |

		Lessons ● Assistive Technology Tools: Learning Disabilities **4. Class Activities** ● Designing Accessible Learning Environments through a lens of UDL ● Designing Differentiated Lesson Plans for Inclusive Classrooms ● Group Discussion-UDL-Based Literacy Instruction for Diverse Learners ● Teaching a Mini-Lesson with Assistive Technology and AAC Tools **5. Deep-Dive Class Activity** ● Supporting Students with Orthopedic Impairments and Co-Existing Challenges	
6	**School-Wide Systems of Support**	**1. Key Concepts** ● MTSS (PBIS, RTI) and their application in supporting English Language Learners **2. Assigned Reading** ● Chapter 5. School-wide Systems of Supports ● [Response to Intervention in Reading for English Language Learners](#) **3. Media Review** ● Supporting Behavioral Needs: A Multi-Tiered Approach ● Response to Intervention: Collaborating to Target Instruction **4. Class Activities** ● Group Discussion: Differentiated Literacy Instruction through the Lens of MTSS and RTI for English Language Learners ● Discussion on Applying Systems to Support Students	1. Reading & Media Review Discussion Post **Due 5/6 at 11:59pm** 2. Deep Dive Class Activity Submission **Due 5/6 at 11:59pm**

		● Designing a Culturally Sustaining PBIS System as Schoolwide Behavioral Support ● Data-Driven Decision Making-Literacy Progress **5. Deep-Dive Class Activity** ● Decoupling Learning Disabilities from Second Language Acquisition	
7	**Positive Behavioral Support, Classroom Management, and Communication Skills**	**1. Key Concepts** ● Emotional Behavioral Disorders ● Functional Behavioral Assessment (FBA) and developing an Individualized behavioral intervention plan ● Supporting Positive Communication Skills **2. Assigned Reading** ● Burdick, L. S., & Corr, C. (2021). Helping Teachers Understand and Mitigate Trauma in Their Classrooms. *TEACHING Exceptional Children,* 0(0). https://doi.org/10.1177/00400599211061870Link ● Understanding behavior as communication: A teacher's guide **3. Media Review** ● Behavioral Intervention Plans in Special Education | Special Education Decoded ● Functional Behavioral Analysis **4. Class Activities** ● Group Discussion & Case Analysis: Understanding and Supporting Positive Communication Skills ● Supporting Positive Communication Skills ● Understanding Behavior as Communication and Behaviorally Based Teaching Strategies **5. Deep-Dive Class Activity** ● Supporting Positive Behavioral Interventions for	1. Reading & Media Review Discussion Post **Due 5/13 at 11:59pm** 2. Deep Dive Class Activity Submission **Due 5/13 at 11:59pm**

		Students with Disabilities	

8	**Strategies for Teaching Students with Mild to Moderate Support Needs**	**1. Key Concepts**
		● Effective Teaching-Literacy
		● Effective Teaching- Mathematics
		2. Assigned Reading
		● California Dyslexia Guidelines
		   ○ Group A-Chapter 1-4
		   ○ Group B-Chapter 5-7
		   ○ Group C-Chapter 8-10
		   ○ Group D-Chapter 11-13
		● *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* by Mastropieri & Scruggs, Chapter 12: Assessment for Students with Disabilities.
		3. Media Review
		● Common Types of Reading Problems and How to Help Children Who Have Them
		● Supporting Students with Dyslexia Through a UDL Lens
		● Using Assessment Data to Differentiate Instruction
		● Assistive Technology Tools: Reading
		● Literacy Intervention Strategies for Individuals Who Use AAC
		4. Class Activities
		● Group Discussion-CA Dyslexia Guidelines-Structured Literacy and Dyslexia
		● Screening for Literacy Profiles and Identifying Reading and Writing Difficulties
		● Integrating Assessment to Inform Instruction and Communicate Progress
		● Collaborating for Effective Literacy Interventions
		5. Deep-Dive Class Activity
			1. Reading & Media Review Discussion Post **Due 5/20 at 11:59pm**
			
			2. Deep Dive Class Activity Submission **Due 5/20 at 11:59pm**

		• Effective Instructional Planning for Students with Mild to Moderate Support Needs	

9	**Engaging Parents and the Community and Co-Teaching**	**1. Key Concepts**
		• Strategies for engaging parents and the community in special education
		• Effective collaboration strategies and co-teaching models
		• Working with paraeducators
		2. Assigned Reading
		• Murawski, W. W. (2012). 10 Tips for Using Co-Planning Time More Efficiently. *TEACHING Exceptional Children, 44*(4), 8-15.https://doi.org/10.1177/004005991204400401
		• Avendano, S. M., & Cho, E. (2020). Building Collaborative Relationships With Parents: A Checklist for Promoting Success. *TEACHING Exceptional Children, 52*(4), 250-260. https://doi.org/10.1177/0040059919892616
		3. Media Review
		• Co-teaching models
		    o One Teach, One Assist
		    o Station Teaching
		    o Parallel Teaching
		    o Alternative Teaching
		    o Team Teaching
		• Inside California Education: A Day in the Life – Paraeducator
		• Engaging Community Support to Empower Diverse Families of Students with Disabilities
		4. Class Activities
		• Group Discussion-Understanding Collaboration
			1. Reading & Media Review Discussion Post **Due 5/27 at 11:59pm**
			
			2. Deep Dive Class Activity Submission **Due 5/27 at 11:59pm**

		and Co-Teaching for Student Success ● Exploring Effective Collaboration with Paraprofessionals and Other Adults in the Classroom ● Group Discussion & Case analysis: Collaborative Partnerships for Literacy Instruction and Assessment ● Case Study Analysis: "Supporting Luis Across Settings" ● Supporting Families and Peers of Students with Traumatic Brain Injury ● Defining Roles and Collaboration Strategies **5. Deep-Dive Class Activity** ● Developing a Community Assets Directory to Support Students with Disabilities Facing Adversity	
10	**Signature Assignment Presentations**	**1. Key Concepts** ● Reflection on the assessment and instructional planning process ● Sharing and peer feedback on the UDL Lesson Plan **2. Reading & Media Review Assignment** ● Signature Assignment Debrief **3. Class Activities** ● Presentations of signature assignments with peer review and feedback **4. Deep-Dive Class Activity** ● Self-Course Assessment	1. Reading & Media Review Discussion Post **Due 6/3 at 11:59pm** 2. Signature Assignment Submission **Due 6/3 at 11:59pm**

Professional Conduct Expectations

Attendance & Punctuality

Regular attendance at all class meetings is a requirement in this program. Ten percent will be deducted from your final grade for the course for each unexcused class session you missed. Each student will be granted one Emergency Release (ER) per course. Your ER excuses you from one class session. To use your ER you must notify the instructor by email or phone BEFORE class. Save your ER for medical issues, family demands, car trouble, etc.

Students will not be penalized for absences due to the observance of religious holidays that fall on our scheduled class day; please give the instructor advance notice of these absences so they can make the necessary accommodations.

Coming to class (and returning from breaks) on time is another course requirement. Your first unexcused lateness will have no consequences, and subsequent unexcused lateness may result in a 1% reduction in overall grade for each instance.

Note: Points lost due to poor attendance and/or lack of punctuality will be deducted from your final grade. A student with excellent grades on assignments and other aspects of professional conduct can earn a poor course grade as a result of excessive absence or chronic tardiness.

Participation

Your participation in whole class discussions and group work is essential for the success of this course. We, as educators committed to equitable education, will engage in respectful, thoughtful participation in class activities and discussion. To fully participate in the course activities, the assignments must be completed before the class session in which they are due. The quality of our class sessions and the depth of your learning depend directly on your prepared participation. While class is in session, you should not engage in any activity not directly related to what is taking place in the classroom. Instructors reserve the right to ask you to close your laptop or put away some other form of technology at their discretion; when/if this occurs, please respond quickly and without protest to avoid further disruption of the class's learning. Instructors also reserve the right to ignore your inappropriate use of technology in class and simply deduct points from your final grade. If you would like more detailed clarification about the expectations regarding appropriate and inappropriate in-class technology use, please feel free to contact your instructor for further information.

Communication

Email using our SCU email address will be our primary means of communication outside of class. You must check your SCU email and our course's Camino site every day to ensure you maintain a connection with the course content, your classmates, and your instructor

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of— and commitment to—a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Academic integrity is part of your intellectual, ethical, and professional development. I expect you to uphold the principles of this pledge for all work in this class. I will clarify expectations on academic

integrity -- including the use of AI tools such as ChatGPT and course sharing sites for all assignments and exams in this course. If you have questions about what is appropriate on any assignment, please let me know before you hand in work. For more resources about ensuring academic integrity in your work, see this LibGuide on Academic Integrity.

[If applicable: Your Professional Conduct grade will be determined through my ongoing observation and documentation throughout the quarter.]

If an instructor has reason to feel you are not meeting all the expectations as outlined in the syllabus, they will contact you privately to discuss the issue, to clarify the expectations as needed, and to offer their support in helping you reach those expectations. If your instructor does not contact you with a concern, you can assume you are satisfying these requirements. However, if you would like specific feedback on your professional conduct during the quarter, you are welcome to contact your instructor at any time and s/he will be glad to share their assessment with you.

Policies, Resources & Accommodations

Discrimination, Harassment, and Sexual Misconduct (Title IX)

Santa Clara University is committed to providing all students with a safe learning environment free of all forms of discrimination, sexual harassment, and sexual violence.

Please know that as a faculty member, California law SB 493 requires me to report any information brought to my attention about incidents of sexual harassment or misconduct to the SCU Equal Opportunity and Title IX Office (408) 551-3043. This includes, but is not limited to, disclosures in writing assignments, class discussions, and one-on-one conversations.

Should you need support, SCU has dedicated staff trained to assist you in navigating campus resources, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and filing a formal complaint with the University or with law enforcement. Please see the Student Resources page for more information about reporting options and resources.

If you or someone you know has experienced sexual harassment or sexual violence and wishes to speak to a confidential resource who is not required to report, please contact one of the following SCU resources for support:

- SCU Wellness Center
- CAPS
- Any individual (clergy, counselors) acting in a professional capacity for which confidentiality is mandated by law

I am happy to help connect you with any of these resources.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and childbirth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. This resource page from Title IX provides information for students and faculty regarding pregnancy rights.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education oae@scu.edu, https://www.scu.edu/oae) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your my OAE portal and discuss them with me during my office hours within the first two weeks of class. To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology.

Students with approved accommodations of time and a half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks' notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of shifting health advisories related to COVID-19, exams may be administered online. Students with approved testing accommodations should contact me (at least two weeks' notice recommended) prior to the exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Safety Measures

In order to meet our learning objectives, we will adhere to the highest standards for safety and mutual respect. University policy allows faculty to require the use of face coverings in their classrooms. I may request that students wear face coverings occasionally or throughout the academic term. Failure to comply with my request is a violation of the Student Conduct Code, which I will need to report.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade."

Copyright Statement

Materials in this course are protected by the United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Technology Support

Course materials and online activities will be available on SCU's Canvas learning management system (also known as Camino). Course reminders, readings, and assignments will be available through Camino. SCU can provide you with technical assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also find support resources via the help button within the Camino platform (on the left-hand navigation) to access after-hours support via email, chat, or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get support from the SCU website or the Zoom Help Center website.
For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Eduroam, Duo, hardware and software issues, and more.

Wellness
I know you will do the best you can in this class (and all of your classes); however, it should never be at the expense of your own mental and physical health and your overall well-being. Jesuit education is grounded in cura personalis, concern for the whole person—mind, body, and spirit. What does this mean for you? Be kind to others, and more importantly, be kind to yourself. Attend to your sleep (quantity and quality); drink lots of water; move; get outside; and pay attention to beauty that isn't coming to you on a screen. Eat good food, laugh, enjoy friends and family, look for opportunities to connect with others in new ways, pray, meditate, or otherwise attend to your spirit. And ask for help, even if you don't think you need it. Lots of folks, including me, are here to support you. It's never too late to reach out, and I am committed to helping you.
SCU has many resources and programs to support you. These resources may be especially helpful:

Wellness Center

The Wellness center (https://www.scu.edu/wellness) provides resources to aid and promote student well-being across the eight dimensions of wellness, including student peer groups for healthful living, violence prevention, and recovery.

CAPS

Santa Clara students are provided confidential counseling sessions at no cost through Counseling and Psychological Services (CAPS; https://www.scu.edu/cowell/counseling-and-psychological-services-caps/). Students have access to clinically appropriate, short-term therapy; group therapy; and other resources for care. A new 24/7 support line is also available: 408-554-5220.

SCU Culture of Care

If you are concerned for the mental or physical welfare of one of your peers, the Office of Student Life Culture of Care website provides resources for recognizing and helping someone in distress.

Academic Concerns

If you are concerned with your progress in this class, please contact me so that we can find solutions together
SCU also has multiple options for free academic tutoring. Students can make appointments to discuss work in a range of courses:
- The HUB Writing Center (Writing and Public Speaking)

Gender Inclusive Language
This course affirms people of all gender expressions and gender identities. If you go by a name different from what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a

mistake. If you ha ve any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org