

**California State University San Marcos
COLLEGE OF EDUCATION**

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

EDUC 501: Online <http://courses.csusm.edu>

Instruction of Students with Special Learning Needs: Summer 2003

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COURSE DESCRIPTION

This course is designed to explore major issues in the education of children with special learning needs. These learners may encounter special challenges in traditional public school classrooms. This group of children may include those with learning disabilities, sensory impairments, physical impairments, developmental delays, mental retardation, emotional challenges, communication disorders, AD(H)D, giftedness, cultural and linguistic diversity, or other learning needs.

This course will provide information on the current legislation, policies, terminology, and trends in special education. Characteristics of special learning needs will be discussed, and suggestions for effective intervention strategies for the classroom teacher will be provided. The critical issues of inclusion, assessment, diagnosis, prereferral and referral processes, alternative placements, and program models will also be covered.

REQUIRED MEATERIALS

1. Turnbull, R., Turnbull, A., Shank, M., Smith, S., and Leal, D. (2002). *Exceptional lives: Special education in today's schools* (3rd ed.). Englewood Cliffs, NJ: Merrill Prentice Hall.
2. Villa, R. and Thousand, J. (1995). *Creating an inclusive school*. Alexandria, VA: ASCD.

COURSE OBJECTIVES

The goals include the acquisition of a knowledge base and skills in practical application regarding:

1. Laws, policies, guidelines and issues in serving children with special learning abilities (IDEA, ADA, 504),
2. Nondiscriminatory assessment and diagnosis of children with special learning abilities,
3. Inclusion and inclusive schools,
4. Curriculum issues, trends, and classroom adaptations for enhancing success for all children,
5. Instructional needs and teaching strategies for classroom teachers,
6. Special education referral and prereferral processes: The IEP, IFSP, ITP, and SST
7. Characteristics of children with special learning needs, and
8. The family –centered perspective.

ACTIVITIES AND INSTRUCTIONAL METHODS RELATED TO REALIZING OBJECTIVES

class discussions lectures readings student observations class dynamics
cooperative group activities projects professional growth activities online activities

EVALUATION AND ATTAINMENT OF THESE KNOWLEDGE BASES AND SKILLS

written reports group presentations class dynamics annotated bibliography participation/attendance

COE Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend **more than 80% of class time**, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.

Attendance in this online course is critical to your success. You will need to distribute your 135 hours of learning time carefully in order to complete the work. (135 hours are the minimum expected. A typical 3-credit graduate class meets for 3 hours per week for 15 weeks to guarantee you 45 hours of instructor-student contact time; then for each hour of class you are expected to spend 2 additional hours preparing and studying for a total of 90 hours of studying over the course of the semester. The grand total is 135 hours.)

The Calendar provided shows you the 'reasonability' of completing course assignments within the time frame of this class. Even though this course is 'asynchronous' in the sense that you are learning on your own time, there are time limitations within a university semester structure. THESE ARE ACTUAL ASSIGNMENT DUE DATES. LATE ASSIGNMENTS WILL NOT RECEIVE FULL CREDIT. ASSIGNMENTS MORE THAN ONE WEEK LATE WILL RECEIVE NO CREDIT.

Your instructors are able to track dates and times of your course attendance, and the course pages visited. Instructors will use this data to assist in evaluating your course participation. Remember that one of the keys to success in 'distance learning' is time management. If there are any conflicts, notify the instructor immediately. We want you to succeed!

Person-first language must be used throughout all written assignments. For more specific details about this convention, refer to [IDEA](#).

Table of Contents

1. [Getting to Know You](#)
2. [Professional Participation](#) (20 points)
3. [Student Field Placement Form](#)
4. [Study Guide 1](#) (5 points)
5. [Study Guide 2](#) (5 points)
- ▼ 6. [Student Study Team Presentation \[SST\] \(10 points\)](#)
 - 6.1. [Blank Agenda for Team Meetings](#)
 - 6.2. [SST Accountability Check](#)
7. [Annotated Bibliography](#) (10 points)
8. [Guidelines & Limitations Form](#)
- ▼ 9. [Observation Protocols](#)
 - 9.1. [Principal Letter](#)
 - 9.2. [Parent Permission Form \(English\)](#)
 - 9.3. [Parent Permission Form \(Spanish\)](#)
10. [Study Guide 3](#) (5 points)
11. [Observation Report](#) (20 points)
12. [Study Guide 4](#) (10 points)
- ▼ 13. [Family Centered Presentation \[FCP\] \(15 points\)](#)
 - 13.1. [FCP Reflections](#)

The following criteria will be applied to graded assignments:

Rubric for EDUC 501 Online

5 Response is made to all elements of Assignment. Evidence of thorough comprehension of literature; there is application of a variety of sources, including personal experiences; noteworthy

4 Response is made to most elements of Assignment. Evidence of general comprehension of literature and application of sources. Personal experiences are referenced.

3 Response is made to some elements of Assignment. Evidence of limited comprehension of literature and application of sources. Personal experiences may or may not be referenced.

2 Response to elements of Assignment is cursory. Comprehension of literature appears vague, limited application of sources may only center on personal experiences. Part of the response may be incorrect.

1 Response to elements of Assignment is incomplete as well as comprehension. Many parts of the response may be incorrect. Minimal effort/on time or late; sketchy

0 No credit for work not done/not attempted

Please note:

For Study Guide 4 and assignments worth 10 points, the rubric score will be doubled.

For assignments worth 15 points, the rubric score will be tripled, etc.

A (93% or better) represents OUTSTANDING work, excellent syntheses of information and experiences, great insight and application, and excellent writing.

B (83% to 92%) represents completion of assignments in good form with good syntheses and application of information and experiences, and good writing quality.

C (73% to 82%) represents completion of assignments adequately, with adequate syntheses and application of information and experiences, and adequate writing quality.

ADMINISTRATIVE REQUIREMENTS

- **Use “person-first language” in all assignments and discussions!**
- Our goal is to assist you in being successful in this course. If you have extraordinary circumstances that will impact your assignments and online attendance, please contact the instructor(s) as soon as possible. Assignments will be accepted early.
- This is a clear credential course, and you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education courses to receive a clear teaching credential from the State of California.
- A good student is one who adheres to standards of dependability.
- Complete assignments on time for full credit. Work received more than one week late will not receive full credit.
- All work must be original.
- Participate in online discussions and group activities.
- Notify the instructor(s) if you need to make an appointment.
- **For online assignments**, type your assignments into a Word document first; then save them. Then copy and paste your work into a Class Mail or Discussion Board message (according to directions given by the instructors). We prefer that you NOT use the ATTACHMENT function in WebCT.

NOTE: Paragraph formatting will be lost in the online work. Do not be concerned about that. We do ask that you “ENTER” twice between paragraphs, after titles, and before any signatures. Thank you.

CROSS-CULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD) COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
<p>I. Language Structure and Use: Universals and Differences (including the structure of English)</p> <p>A. The sound systems of language (phonology)</p> <p>B. Word formation (morphology)</p> <p>C. Syntax</p> <p>D. Word meaning (semantics)</p> <p>E. Language in context</p> <p>F. Written discourse</p> <p>G. Oral discourse</p> <p>H. Nonverbal communication</p> <p>II. Theories and Factors in First- and Second-Language Development</p> <p>A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy</p> <p>B. Psychological factors affecting first- and second-language development</p> <p>C. Socio-cultural factors affecting first- and second-language development</p> <p>D. Pedagogical factors affecting first- and second-language development</p> <p>E. Political factors affecting first- and second-language development</p>	<p>I. Theories and Methods of Bilingual Education</p> <p>A. Foundations</p> <p>B. Organizational models: What works for whom?</p> <p>C. Instructional strategies</p> <p>II. Theories and Methods for Instruction In and Through English</p> <p>A. Teacher delivery for both English language development and content instruction</p> <p>B. Approaches with a focus on English language development</p> <p>C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</p> <p>D. Working with paraprofessionals</p> <p>III. Language and Content Area Assessment</p> <p>A. Purpose</p> <p>B. Methods</p> <p>C. State mandates</p> <p>D. Limitations of assessment</p> <p>E. Technical concepts</p>	<p>I. The Nature of Culture</p> <p>A. Definitions of culture</p> <p>B. Perceptions of culture</p> <p>C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)</p> <p>D. Physical geography and its effects on culture</p> <p>E. Cultural congruence</p> <p>II. Manifestations of Culture: Learning About Students</p> <p>A. What teachers should learn about their students</p> <p>B. How teachers can learn about their students</p> <p>C. How teachers can use what they learn about their students (culturally- responsive pedagogy)</p> <p>III. Cultural Contact</p> <p>A. Concepts of cultural contact</p> <p>B. Stages of individual cultural contact</p> <p>C. The dynamics of prejudice</p> <p>D. Strategies for conflict resolution</p>

May 2003

Date Event

- May 27 [Getting to Know You is Due Today](#) - posted by (educ501dev)
- Please complete the GTKY, and post it to the Discussion Board by today.
- May 31 [Study Guide #1 Due Today](#) - posted by (educ501dev)
- Send to instructor via class mail today!

June 2003

Date Event

- June 2 [Submit Guidelines and Limitations Form via US Mail Today!](#) - posted by (educ501dev)
- You must complete this before visiting a school site to do your Observation Assignment! Please visit "Observation Report - Protocols" site in the course for further information.
Your Observation Report is due on June 16th.
Be sure to have the TEACHER sign the Guidelines and Limitations Form, too (as the FIELD TEACHER). Your 501 instructor will sign as INSTRUCTOR.
- June 4 [SST Groups will be formed on Monday, June 9th](#)
- June 5 [Have You Arranged Your Observation Yet?](#) - posted by (educ501dev)
- Remember that you must observe a student in two settings. You must have SIGNED PARENT PERMISSION BEFORE you do this!!!! As a professional courtesy to teachers, schedule this according to THEIR convenience.
- June 7 [Study Guide #2 Due By Wednesday, June 11th!](#)
- Send via Class Mail to instructor today! If you need a few extra days, let us know. We are flexible, due to the challenge of our first week of class! Flexible is a VERY important teacher attribute! :-)
- June 9 [Check SST Group Today and Conduct SST Meeting Online by Friday](#)
- You will discover how to access your "Private" Group Discussion Board by reading the class Discussion Board message today! During this week, your Student Study Team must conduct a meeting online, and the team should collaboratively determine who will record and submit the team meeting minutes to the instructor via your private Discussion Board (by Friday, June 13th). Remember to save, copy, and paste if you use your chatroom as your minutes.
- June 11 [Toni's Birthday! \(And Study Guide #2 is definitely due by today!\)](#)
- It would be a wonderful gift to see that you have all logged in, are hard at work learning the content of our course, and have submitted all work due to date! :-)

- June 16 [Observation Report Due Today!](#) - posted by (educ501dev)
 - Looking forward to seeing your results! Remember to submit this through Class Mail to the Instructor.
- June 23 [SST Presentations Due Today!](#) - posted by (educ501dev)
 - Follow procedures for class presentations given on the Discussion Board by instructor.
- June 24 [Submit Annotated Bibliography to Instructor Today!](#) - posted by (educ501dev)
 - Send via Class Mail.
- June 25 [Post Accountability Check in Private Discussion Board Today!](#) - posted by (educ501dev)
 - Be sure to do this ASAP. Your grade will not be given without it!
- June 29 [Study Guide #3 Due Today!](#) - posted by (educ501dev)
 - Looking forward to seeing your brilliant work!
- June 30 [Check Discussion Board for FCP Family Group Assignment](#) - posted by (educ501dev)
 - Consider meeting online to determine roles ASAP (today!)

July 2003

- | Date | Event |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| July 3 | Begin Study Guide #4 Today! - posted by (educ501dev)
- You'll thank me for this prompt later! |
| July 4 | Happy 4th of July!!! - posted by (educ501dev) |
| July 7 | FCP Online Group Meeting - Arrange It!!! - posted by (educ501dev)
- Use the Meeting Notes Form as a guide in this group project. No need to submit to instructor this time. Get going on this assignment - it's complex! |
| July 11 | Study Guide #4 Due Today! - posted by (educ501dev)
- Submit via Class Mail. This will be so useful to you in your teaching! Be sure to SAVE this to your personal documents. |
| July 12 | Continue to work on your FCP together. - posted by (educ501dev) |
| July 14 | FCP Family #1 Presentation Due plus Accountability Check! - posted by (educ501dev) |

July 15 [FCP Family #2 Presentation Due plus Accountability Check!](#) - posted by (educ501dev)

July 16 [FCP Family #3 Presentation Due plus Accountability Check!](#) - posted by (educ501dev)

- July 17
1. Attending Summer Leadership Institute?
 2. Family #4 Presentation Due plus Accountability Check!

July 18 Summer Leadership Institute Continues at Cal State
- The theme is: Reclaiming Youth at Risk. Hope to see you there!

July 19 Summer Leadership Institute
- Final day of workshops and keynote addresses. You don't want to miss it!