| EDUC 501 |
|---|
| **Inclusion of Students with Special Learning Needs in Mainstream Classrooms (3 units)** |

| Instructor | Office | Office Hours | Phone | E-mail Address |
|---|---|---|---|---|
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**Mission Statement of the College of Education, Cal State San Marcos**

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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

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# EDUC 501:  COURSE DESCRIPTION

This course is designed to explore the rationales, techniques, and strategies for successfully teaching students with special learning characteristics and needs in the general education classroom. The course addresses issues of learning diversity and inclusion as they relate to the classroom teacher's role in teaching all students. The learners discussed in this course may encounter difficulties benefiting from typical instruction in the general education classroom. They may be at risk for success in school because they are gifted, are English learners, or have learning disabilities, attention difficulties, sensory impairments, physical impairments, developmental delays, mental retardation, emotional challenges, or other learning needs.

This course will provide information about current legislation, policies, terminology, and trends in **inclusive** education. This course will emphasize characteristics of students with special learning needs, and implications for instruction, assessment, curriculum, and structuring the classroom environment to meet the needs of ALL students. Suggestions and recommendations about effective teaching techniques and strategies will be provided. *This is a practitioner-oriented course and requires approximately 2 hours observing a child in K-12 public school settings.*

Remember: This course is designed with YOU, a prospective or current teacher, as the focus. You are the *sine qua non* of successful educational programs for students with exceptional needs. Although this is an "overview of special learning needs" rather than an in-depth skills acquisition course, the intent is to empower you to acquire a better understanding of yourself and your relationships with people who have diverse and often challenging needs.

**Values Base**

We believe each person is "exceptional" and important to the world.  Each person has different physical attributes, learning styles, emotional needs, and cognitive expression. Each person has the right to be respected regardless of those differences. Some differences may be substantial, and require that professional educators, in **partnership** with parents and other specialists intentionally design accommodations and adaptations to the general education curriculum and instruction.

**Instructor Response Time**

Generally, your instructor(s) will provide you with answers to questions submitted via the Class Mail and/or Discussion Board tools on a *weekly* basis.  Please keep in mind that instructors do not approach this class on a daily basis. We encourage and watch to evidence those students who are able to approach the class with collaborative, positive, and professional inquiry and problem-solving approaches on the Main Discussion Board.

**Accommodation for Disabilities**

Students requiring reasonable accommodations need to contact Disabled Student Services in order to make the necessary arrangements. This organization is located in Craven Hall, room 5025a, and can be reached by telephone at (760) 750-4905 or (760) 750-4909 (TDD users).

# INFUSED COMPETENCIES

**Authorization to Teach English Learners Senate Bill (SB) 2042**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See "Authorization to Teach English Learners Competencies." (Approved by CCTC in SB 2042 Program Standards, 8/2002)

**Special Education**

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies that reflect inclusive educational practices.

**Technology**

This course infuses specific technology competencies required to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

# STUDY GUIDES

Study guides are intended to accomplish two major instructional outcomes: The first is to ensure that active learning takes place. The literature and research on cognitive development is clear about the need for actively engaging the cognitive processes. The second is to "model" or demonstrate several *types* of study guides, each designed to actually *accommodate* a specific learning need. For some Study Guides, we have provided choices (another "best practice" which current educational research indicates is related to increased achievement).

# COURSE OBJECTIVES

We believe it is important for the objectives to be related to both *learning* new information and *using* it effectively. The goals of this course include the acquisition of a knowledge base *and* skills of practical application regarding the following 13 key concepts and constructs:

1. The Mission of the College of Education, which guides our teaching practices;
2. Inclusion and inclusive schools in a multicultural society ;
3. Laws, policies, guidelines, and issues in serving children with special learning  abilities;
4. Characteristics of children with special learning needs;
5. The Student Study Team (SST) process;
6. The Circle of Courage as a theoretical framework for educating all children;
7. Standards-based education
8. Best Practices in curriculum, lesson design, and classroom management;
9. Nondiscriminatory assessment and diagnosis of children with special learning abilities;
10. Special education referral processes:  the IEP team and other support staff;
11. Observation of students in inclusive and segregated settings;
12. Family-centered perspectives; and
13. Developing an action plan based on one's educational philosophy.

# COURSE TEXTBOOKS

**1.** Villa, R. A., and Thousand, J. S., Eds. (2005). *Creating an inclusive schools* (2nd ed.). Alexandria, VA: ASCD.

> *In this book, you will read how students with disabilities, their parents, their teachers, and administrators "walked their talk" about inclusion! Also included are "voices" by parents and practitioners about actual students.*

2. Turnbull, R., Turnbull, A., Shank, M., and Smith, M. (2004) *Exceptional lives: Special education in today's schools* (4th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

> *This is a values-based text that focuses on several principles. These are clearly articulated throughout this course, and consequently lead to the creation of a community of learners.*

**Great Expectations:**  Students have many capabilities that have not been tapped and we can develop new visions of what is possible.

**Positive Contributions**:  Individuals with disabilities contribute positively to their families, schools, friends, and communities.

**Inherent Strengths**:  Educational programs need to identify, highlight, and build upon students' strengths.

**Choices**:  Promoting self-determination and self-advocacy, educators can support students and families to direct their own lives.

**Relationships**:  Connections--with each other, educators, and friends in the community--are crucial to a high quality of life.

**Full Citizenship**:  Less able does not mean less worthy.

## THE BIG IDEA

What is the "Big Picture" for this class? Whether you are a parent of a child with disabilities, a sibling, teacher, or friend, we believe that the highest distinction you can make is when you are able to apply the key concepts, constructs, and principles of this course so as to recognize and develop the insight, wisdom, and ability to enhance the gifts and talents of every child.

## ATTENDANCE CREDIT

### *Time Management* is the key to your success!

Attendance in this online course is critical to your success. A typical 3-credit graduate class meets for 3 hours for each of its 15 class sessions to guarantee you 45 hours of instructor- student contact time. For each one hour of class you are expected to spend a minimum of 2 additional hours, or a total of at least 90 hours, preparing and studying. The grand total is 135 hours (45+90 = 135). You should distribute your 135 hours of learning time carefully to complete the work.

The "Tentative Course Schedule" provided demonstrates the 'reasonability' of completing course assignments within the course time frame. Remember: This course is **'asynchronous.'** You are learning on your own time, but there are time limitations within a university semester structure.

Through the online analog, 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.

## RUBRIC FOR ASSIGNMENTS

**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

**Person-first language must be used throughout all written assignments. For more specific details about this convention, refer to IDEA:**

**http://wrightslaw.com/  or  http://www.ncset.org/publications/related/ideatransition.asp**

# Competencies for the Instruction of English Learners (CLAD)

Credential Candidates: These competencies are infused in each of the courses of your teacher credential program. Those in EDUC 501/EDMS 512 are indicated below *in italics*.

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

# Course Requirements & Grading Policy

1. Attend all class sessions.  Be on time and be prepared.  Please call or email the instructor when you are unable to attend class or when you will be late.  It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.

2. Always use "Person-First" language in *all written and oral assignments and class discussions*. For example, say,  "Student with Down Syndrome" rather than "Down Syndrome student." Say, "Johnny who happens to have autism" rather than "My autistic student." – etc.  Refer to this commentary for further details: http://www.kidstogether.org/pep-1st02.htm

3. Word-process all written documents.  Save/Keep a copy of all work.  You need these copies for your records and future use as potential professional portfolio entries.

4. Complete and hand in all assignments on the due dates for full credit.

5. Readings and homework assignments are listed on the dates on which they are due.  .
    a. If you have extraordinary circumstances that impact completion of your assignments, advise the instructor in advance.
    b. Any time that you have questions or concerns, please contact the instructor immediately.
    c. Assignment due dates are *real*.
        i. Late assignments will not receive full credit.
        ii. Unless *prior* instructor approval is secured, assignments will not be accepted three days after the due date.

6. It is expected that students will proofread and edit their assignments prior to submission.
    a. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented.
    b. The assignment grade will be negatively affected as a result of this oversight.

7. Grading will also include a component of "professional dispositions and demeanor." Students will conduct themselves at all times in ways that are generally expected of those who are entering the education profession.  This includes but is not limited to:
    - On-time arrival and full attendance to all class sessions;
    - Advance preparation of readings;
    - Timely submission of assignments;
    - Demonstration of respectful, positive interpersonal communication and participation with classmates, instructors, and school personnel in all settings (e.g., whole group, small group, in/outside of class); and
    - Carefully considered, culturally aware approaches to solution-finding.

8. Select a class "buddy" to ensure you receive handouts and information if you miss all/part of a class. Write their contact info here:

Buddy:_____ Telephone: _____

E-mail:_____ Fax: _____

Address: _____

# Grade Point Values

|  |  |  |  |
|---|---|---|---|
| A | (93-100 points) | A- | (91-92 points) |
| B+ | (89-90 points) | B | (83-88 points) |
| B- | (81-82 points) | C+ | (79-80 points) |

A (Excellent):      Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.

B (Good):      Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.

C+ (Satisfactory):      Performance at an adequate level, meeting the basic objectives and requirements of the course.

*NOTE:*      *The minimum acceptable grade for a course in the professional education sequence is "C+." A "B" average must be maintained. (CSUSM General Catalog)*

# Course Assignments

Note: Assignments are detailed in WebCT. (TS = Taskstream)

| Assignment | Due Date | Point Value |
|---|---|---|
| Student Study Team Presentation TS (TPE 6d) | | 5 |
| Philosophy of Education Action Plan TS (TPE 10) | | 15 |
| Disability Matrix TS (TPE 8) | | 15 |
| Family-Centered Perspectives Presentation and Activities | | 10 |
| Observation | | 15 |
| Attendance/Participation | | 15 |
| Discussion Board Contributions | | 25 |
| Total | | 100 points |

## EDUC501/EDMX 512 8-Week Schedule (Hood)
## Fall 2005

| Study Guide + Topic | 8-Wk F2F/OL Schedule Discussion Board Activities and/or Assignments Due |
|---|---|
| 1. Course Overview; COE Mission | 8/31 (OC) SG #1: Mission Reflections I Purchase texts; Download syllabus; (CLASS 1) |
| 2. Inclusion; Laws | 9/5 (OL) SG #2: Principles of IDEA (CLASS 2) |
| 3. Disability Categories I | 9/7 (OC) SG #3: Matrix I (CLASS 3): |
| 4. SST | 9/12 (OL) SG #4 –SST Presentation (CLASS 4) |
| 5. Disability Categories II | 9/14 (OC) – SG #5: Matrix II (CLASS 5) |
| 6. Circle of Courage | 9/19 (OL) – SG #6: Personal Circles (CLASS 6) |
| 7. Why Inclusion? | 9/21 (OC) – SG #7: Rationales for Inclusion (CLASS 7) |
| 8. TPEs, Standards, &Code of Ethics | 9/26 (OL)  SG #8 TPEs & Standards; Taskstream; Code of Ethics Statements (CLASS 8) |
| 9. Peer Partnerships | 9/28 (OC) – SG #9: Peer Partners(CLASS 9) |
| 10. Classroom Management | 10/3 (OL) – SG #10:  Classroom Management (Completed Matrix also due today) (CLASS 10) |
| 11. Observing Students | 10/5 (OC) – SG #11: Observation Report (CLASS 11) |
| 12. Mission II | 10/10 (OL) – SG #12: Credo for Success (CLASS 12) |
| 13. Family Perspectives | 10/12 (OC)– SG #13 Family Centered Perspectives (CLASS 13) |
| 14. Universal Access and Universal Design Lesson Planning & Rubric | 10/17 (OL) – SG #14: Universal Design Lesson Planning (CLASS 14) |
| 15. Philosophy Action Plan | 10/19 (OL) SG #15: Philosophy Action Plan (CLASS 15) |

# EDUC501/EDMX 512 16-Week Schedule (Hood & Mauerman)
# Fall 2005

| Study Guide + Topic | 16-wk On-Campus/Online Schedule Discussion Board Activities and/or Assignments Due |
|---|---|
| 1. Course Overview; COE Mission | 8/31 (OC) SG #1: Mission Reflections I<br>Purchase texts; Download syllabus;<br>(CLASS 1) |
| 2. Inclusion; Laws | 9/5 (OL) SG #3: Matrix I<br>(CLASS 2) |
| 3. Disability Categories I | 9/12 (OL) SG #4 SST Presentation<br>(CLASS 3) |
| 4. SST | 9/14 (OC) – SG #2: Principles of IDEA<br>(CLASS 4) |
| 5. Disability Categories II | 9/26 (OL) – SG #5: Matrix II<br>(CLASS 5) |
| 6. Circle of Courage | 10/3 (OL) - SG #6: Personal Circles<br>(CLASS 6) |
| 7. Why Inclusion? | 10/10 (OL) SG #7: Rationales for Inclusion<br>(CLASS 7) |
| 8. TPEs, Standards, &Code of Ethics | 10/12 (OC) – SG #13: Family Centered Perspectives<br>(CLASS 8) |
| 9. Peer Partnerships | 10/24 (OL)- SG #9: Peer Partners<br>(CLASS 9) |
| 10. Classroom Management | 10/31 (OL) – SG #10: Classroom Management<br>(Completed Matrix also due today)<br>(CLASS 10) |
| 11. Observing Students | 11/7 (OL) – SG #11: Observation Report<br>(CLASS 11) |
| 12. Mission II | 11/14 (OL) – SG #12: Mission Reflections II; Credo for Success<br>(CLASS 12) |
| 13. Family Perspectives | 11/21 (OL) – SG #8: Code of Ethics Statements<br>(CLASS 13) |
| 14. Universal Access and Universal Design Lesson Planning | 11/28 (OL) – SG #14: Universal Design Lesson Planning<br>(CLASS 14) |
| 15. Philosophy Action Plan | 12/5 (OL) – SG #15: Philosophy Action Plan<br>(CLASS 15) |