

Spring 2008

EDUC E501: Inclusion of Students with Special Learning Needs in Mainstream Classrooms

Fully Online Course—WebCT Orientation required (3 units)

Prerequisite: Current or in-progress California teaching credential. Registration requires COE permission

Instructor	Office	Office Hours	Phone	E-mail Address
Leslie Mauerman, M.S.Ed.	University Hall 456	Wednesdays Online 9-12 noon	760-846-0401 Cell-voicemail	lmauerma@csusm.edu

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.

EDUC 501 Course Description

This course meets and exceeds the CTC the requirements for credential renewal.

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.

Additionally, this course will provide information about current legislation, policies, terminology, and trends in **inclusive** education, and will emphasize characteristics of students with special learning needs, implications for stronger instructional strategies, assessment, curriculum differentiation, and structuring the classroom environment to meet the needs of ALL students. Suggestions, recommendations and assignments about effective teaching techniques and teaching strategies will be provided. *This is a practitioner-oriented course and requires approximately 2.5 hours observing a student with special needs in a K-12 public school setting.*

501 Course Objectives and Enduring Understandings

We believe it is important for the objectives to be related to both *learning* new information and *using* it effectively. The purpose of this EDUC 501 course is to present a curriculum that:

- expands knowledge and provides experiences with standards-based teaching, general learning theories, and a range of pedagogical practices;
- guides development of skills, knowledge, attitudes/dispositions necessary to implement effective programs for all students;
- enhances awareness of multiple perspectives and learning styles that exist in diverse classrooms and other education-related settings;
- provides a safe environment in which students can discuss and experiment with various instructional techniques and methods;
- provides an introduction to and preparation for presenting content to K-12 learners using and infusing differentiated education technology.

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.

Activities and Instructional Methods for Realizing Objectives

Online discussions group work online lectures readings web site access videos online reflections

Evaluation of Attainment of These Knowledge Bases and Skills

Consistent online attendance reflections independence, collaboration, creativity active participation in collaborative activities group presentations disabling characteristics utilization in lesson planning

Required Course Textbooks

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

In this book, you will learn 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. (2006) *Exceptional lives: Special education in today's schools* (5th ed.) Upper Saddle River, NJ: Pearson Merrill Prentice Hall.**

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

Other Resources and Websites

Teacher Performance Expectations (TPEs): TPEs At-a-Glance:

<http://lynx.csusm.edu/COE/fieldExperience/TPEs.at.a.Glance.pdf>

- Full Text: <http://lynx.csusm.edu/coe/fieldExperience/Handbook.MS/TPEs.FullText.doc>

Bloom's Taxonomy: <http://www.officeport.com/edu/bloomq.htm>

California Content Standards: <http://www.cde.ca.gov/be/st/ss/>

Additional Websites for Differentiated Instruction

- CAST Universal Design for Learning: Differentiated Instruction (http://www.cast.org/publications/ncac/ncac_diffinstruc.html)
- Enhancing Learning with Technology: Differentiating Instruction (<http://members.shaw.ca/priscillatheroux/differentiating.html>)
- Technology and Differentiated Instruction Web Resources (<http://k12.albemarle.org/Technology/DI/>)
- OSBI Toolkit 9 Differentiated Instruction Using the Grow Network (<http://sbci.cps.k12.il.us/professional.html>)
- Differentiation of Instruction in the Elementary Grades (<http://www.ericdigests.org/2001-2/elementary.html>)

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.

Accommodation for Disabilities

Students requiring reasonable accommodations will receive services and need to contact Disable Student Services (DSS) in order to make the necessary arrangements. This office is located in Craven Hall, Room 5025a, and can be reached by phone at 760) 750-4905 or 7600 750-4909 for TDD users.

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.

College of Education 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. *(Adopted by the COE Governance Community, December, 1997).*

University-Wide Writing Requirement

CSUSM requires that all students meet the writing criteria of a minimum of 2500 words per course. EDMX 512 in-class reflections, WebCT submissions, TaskStream postings, as well as the following assignments shall serve to meet this important writing requirement: Personal Philosophy paper, Understanding by Design (Backward Design) Unit project, SST expert reports, FCP teaching tips, and the Disabling Characteristics Matrix. All assignments may be found in this syllabus with performance scoring rubrics.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog

Teaching Performance Expectations (TPE) Competencies

The Teaching Performance Expectations (TPEs) were developed by the California Commission on Teacher Credentialing (CCTC) through rigorous research and consultation with California educators. The TPEs fall into the following six broad domains, which describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate: (For full text of TPEs, go to <http://www.csun.edu/~sb4310/tpes.htm>) Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for both a general and Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

1. Making Subject Matter Comprehensible to Students	2. Assessing Student Learning
3. Engaging and Supporting Students in Learning	4. Planning Instruction/Designing Learning Experiences for Students
5. Creating/Maintaining Effective Environments for Student Learning	6. Developing as a Professional Educator

EDMS 501 *primarily* addresses three (3) TPEs, although we *secondarily* address others throughout the course.

TPE 6d - Engaging and supporting **all** learners
(*Student Study Team Assignment*)

TPE 8 - Learning about students: Demonstrate ability to identify and design effective instruction for all students
(*The Differentiation/Characteristics Matrix Assignment, Family Centered Perspective assignment*)

TPE 10 - Creating & managing effective instructional time
(*Differentiated Understanding by Design Project Assignment*)

EDMS 501 also responds, *in part*, to the following TPEs:

TPE 2 - Monitor and support student learning during instruction

TPE 5 - Ensure the active and equitable engagement of all students in the learning process

TPE 6 - Employ developmentally appropriate teaching practices to all learners

TPE 9 - Plan/ design learning experiences for children and adolescents that include goals, strategies, activities, with materials that effectively coordinate academic content and all students' needs, abilities, and development

TPE 11 - Demonstrate ability to maintain effective social environments for student learning by including positive behavior supports and addressing social and emotional development of students in a classroom management plan

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS 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
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. Intra-group 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 (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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

Course Requirements & Grading Policy

1. The COE attendance policy states that “students must attend all class sessions”. As you set your schedule for time you will devote to your online class, it is advisable to choose one consistent time to “attend” class. This course is **'asynchronous.'** You are learning on your own time, yet have obligations to the course timeline and to other students within the class.” Please call or email the instructor when you are unable to attend class or when you will be late”—**for online class, this applies to your small group meetings with colleagues.** 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. All online time is recorded, including articles and assignments read, conversations and discussion time.
2. **Always use “Person-First” language in all written and oral assignments and class discussions.** For example, say, “Student with Autism” rather than “Autistic student.” Say, “Juan who lives with cerebral palsy” rather than “My CP 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/submit assignments on due dates for full credit—but **late is better than not at all**
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, via course mail AND outside email.
 - 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. Scoring 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 in or entering the education field and the teaching profession. This includes but is not limited to:
 - On-time arrival and full attendance to all class sessions; (cyberspace meetings)
 - 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);
 - 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.[For online classes, arrange an online check in time with your buddy] Note their contact info here:

Buddy: _____ Telephone: _____
E-mail: _____ Fax: _____
Address: _____

Grade Point Values

A (95-100 points)	A- (90-94 points)
B+ (86-89 points)	B (83-85 points)
B- (80-82 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 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: Assignment details are available in the Study Guides in the online WebCT class. Assignments are NOT in chronological order here.

Assignment	Point Value
Student Study Team Group Presentation (TPE 6d)	10
Philosophy of Education Action Plan (TPE 10)	10
Disability Matrix (TPE 8)	15
Family-Centered Perspectives Group Presentation	10
Observation Activity and Report	15
Attendance/Participation/ Online time with colleagues	15
Study Guide Assignments & Discussion Board Contributions	25 combined
Total	100 points

See last page of syllabus for class and assignment schedule

Performance 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 active 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>

EDUC 501 Course Study Guides

The Study Guides (SG) are the core of the course progression and contain at least one assignment per week for every week of the term. Frequently, there will be a long-term assignment ongoing occurring concurrently with a short term discussion assignment. Close attention must be paid to the course schedule in order to ensure success.

The study guides are intended to accomplish two major instructional outcomes: The first is to ensure that active learning takes place—even online. 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) for modes of task completion.

Time Management is the key to your success in this course! Participation 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, students 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). Students will need to distribute 135 hours of learning time thoughtfully and carefully to complete the work.

The “**Tentative Course Schedule**” provided below demonstrates the 'reasonability' of completing course assignments within the course time frame. Remember, as stated this course is '**asynchronous**', that is, class does not meet online at a certain time, as a rule. You are learning on your own time, yet there are time limitations within a university semester structure, and you will set up specific appointments with classmates to complete group work online together.

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 again that one of the keys to success in 'distance learning' is time management. If there are any conflicts, notify the instructor immediately.

Instructor Response Time

Generally, your instructor(s) will provide you with answers to questions submitted via the Course Mail and/or Discussion Board tools on a **weekly** basis. Though instructors are frequently online more often than this, please keep in mind that instructors do not approach this class on an all-day-every-day basis. We encourage and watch for evidence that students demonstrate a consistent approach to the class, utilizing collaborative, positive, professional inquiry and problem-solving approaches. The Study Guides are specifically designed to foster collaboration and to encourage students to help other students on the Main Discussion Board. ALL written entries by students are visible to the instructor.

Unique Course Requirements: 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.

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.

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 EVER mean less worthy.

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 respond to *all* students effectively and inclusively.

EDUC E501

Tentative Class Schedule

15 Week Class Schedule for Spring, 2008

—Further assignment details inside the WebCT 6 course under Study Guides—

Weekly Study Guide + Topic	15-wk Online Schedule Assignments Due and/or Discussion Board Activities	DUE DATES
EDUC 501 Mandatory One-time Course Orientation on Campus Monday 1/28 from 4:30 PM to 6 PM	The ONE class held face-to-face with instructor in computer lab on CSUSM campus. Students who have not taken an online class through WebCT before must go to Student Help Desk in Kellogg Library, 2 nd Floor for demonstration.	1/28/08
Read through EACH Study Guide for the course while others register	GTKY (Getting to Know You) , post GTKY to DB section - READ texts, all assignments, surf course - Always okay to post assignments in AD early	1/30
1. Course Overview; COE Mission Statement I	SG #1: Mission Reflections I Purchase texts; Download syllabus, print/post sched. BEGIN SST group project-groups assigned & available	2/4
2. Inclusion; Law Review,	SG #2: Principles of IDEA <i>Online discussion finished by due date</i>	2/11
3. Circle of Courage	SG #6: Personal Circles Reflection <i>Note that this is out of numerical order</i>	2/18
4. Disability Categories Matrix I	SG #3: Matrix I (only ½--complete due with SG#5) <i>Submit documents, arrange for Observation (SG#11)</i>	2/25
5. Student Study Team Group Project	SG #4: SST Presentation Read and respond to other projects	2/31
6. Disability Categories Matrix II	SG #5: Matrix II (both parts of matrix due today)	3/03
7. Why Inclusion?	SG #7: Rationales for Inclusion Discussion	3/10
8. TPEs, Standards, & Code of Ethics	SG #8: Code of Ethics Statements <i>BEGIN FCP group project-groups assigned & available</i>	3/17
9. Peer Partnerships	SG #9: Peer Partners	3/24
10. Classroom Management	SG #10: Classroom Management (SG #9 AND #10 due today)	
11. Universal Access, Universal Design Lesson Planning	SG #14: Universal Design Lesson Planning	3/31
12. Observing Students	SG #11: Observation Report	4/07
13. Mission Statement Reflection II	SG #12: Mission Reflections II; Credo for Success	4/14
14. Philosophy Action Plan	SG #15: Personal Philosophy Action Plan	4/21
15. Family Perspectives Group Project	SG #13: Family Centered Perspectives Presentation POST in the DB in 'FCP Presentation' line -RESPOND to other projects	4/28
Post all remaining assignments. Some credit is better than NO credit	Last day of classes for CSUSM	5/05