

California State University San Marcos
College of Education

EDUC 501: Inclusive Instruction for Students with Special Needs

Summer Session, 2004

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*Please attempt to contact me first through the Private Course Mail if enrolled in class,
then use the "outside" email address.*

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.

As your instructor, I am delighted to have worked as a part of a collaborative team to re-create and maintain this course, which is constantly under refinement and improvement. This team of expert educators has designed a rich and exhilarating experience for you, and it is important for you to know that we embrace a mastery learning philosophy, wherein participants will be provided extensive research and resource for *independent* learning, as well as instructive feedback on their group assignments so as to allow for corrections and re-submissions whenever criteria are not met. While the majority of the course content and assignments are to be completed independently, the participation in the two group projects is KEY to your success in the course. We are committed to high standards of achievement. Nothing less than your mastery of these topics is imperative in order to provide the best possible chances of success for students with special needs.

Welcome to the course!

Leslie Mauerman

EDUC 501: Course Description

This course is designed to explore the broader issues in the education and instruction of children with special needs. These learners may encounter difficulties benefiting from typical instruction in the general education classroom. This group of students may be at risk for success in school because they are gifted, are English language 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 the 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 two hours of observing a child in K-12 public school settings.*

Remember that 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.

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).

Values Base

We believe that each person is "exceptional" and important to the world. Each person is different in terms of physical attributes, learning styles, emotional needs, cognitive expression AND... each person has the right to be respected no matter what those differences are. Some differences can be so great as to interfere with learning unless professional educators, in **partnership** with parents and other specialists, intentionally invent or 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, August 02)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices. If you require specific intervention or accommodation in order to successfully learn in this course, please contact Disabled Student Services on campus: 760) 750-4000.

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.

Course Objectives

We believe it's important for the objectives to be related to both learning new information and being able to use it effectively. The goals of this course include the acquisition of a knowledge base *and* skills of practical application regarding **eight key concepts**:

1. Inclusion and inclusive schools in a multicultural society;
2. Laws, policies, guidelines, and issues in serving children with special learning abilities;
3. The Student Study Team (SST) process;
4. Characteristics of children with special learning needs;
5. Nondiscriminatory assessment and diagnosis of children with special learning abilities;
6. Special education referral processes: the IEP team and other support staff;
7. Curriculum issues, trends, and classroom adaptations for enhancing success for all children (including those from ethnically and linguistically diverse families)
8. Instructional needs and teaching strategies for classroom teachers.

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 eight keys so as to recognize and develop insight, wisdom and an ability to enhance the child's strengths.

In addition to readings you will find as part of your personal research for this course, and other readings we assign as supplemental material, you are expected to use the two required textbooks:

We will use the **third or fourth** edition of *Exceptional lives: Special education in today's schools* by Rud Turnbull, Ann Turnbull, Marilyn Shank, Sean Smith and Dorothy Leal (Merrill, 2002, 2004). As the authors state in the Preface (p. iii), this is a value-based book which focuses on the following principles, found below:

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.

Our commitment as instructors for this class is to make sure these principles are clearly demonstrated in this Internet class so as to create a community of learners.

The other text we'll be using in this class is *Creating an inclusive school*, by Drs. Jacqueline Thousand and Richard Villa, Eds. (ASCD, 1995). In this book, you will read how students with disabilities, their parents, their teachers, and administrators "walked their talk" about inclusion! Also included: "voices" by parents and practitioners about actual students.

Attendance Credit and Assignments

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 demonstrates 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 ARE LIABLE TO 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.

The following is what you will view on the Assignments page of the Online class:

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 (15 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.

Teacher Performance Expectations

The specific Teacher Performance Expectations as well as the Level I Special Education Competencies met through this course are found in the online course under this heading.

Participation, Collaboration and Professionalism

Students are expected to actively participate, collaborate, and demonstrate professionalism at all times.

Rubric for PCP: Participation, Collaboration and Professionalism

Self questioning:	Excellent	Acceptable	Unacceptable
<u>Attitude</u> Do you show a positive attitude toward class, "the work" and learning?	Always displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Sometimes displays a positive attitude. May offer constructive criticism and include alternatives that show initiative.	Seldom has a positive attitude. Often is critical. Does not offer alternative solutions to criticism.
<u>Participation</u> Do you participate in class discussions productively, sharing your knowledge and understandings?	Attends every class, always on time and well prepared, and never leaves early. Gives closest attention to class activities and speakers.	Attends every class, on time and prepared, and never leaves early. Gives most attention to class activities and speakers.	Is not always ready when class time begins. Doesn't give full attention in class; sometimes talks when others are speaking.
<u>Professionalism</u> Do you exhibit professional behavior at all times?	Consistently behaves, talks and works in a professional manner, regardless of task/topic.	Most of the time, behaves, talks and works in a professional manner, regardless of task/topic.	Seldom behaves, talks, and works in a professional manner, regardless of task/topic.
<u>Collaboration</u> Can you monitor and adjust your participation to allow for others' ideas to be heard? Are you supportive of others' ideas and work?	Consistently listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Most of the time listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Is not always a good team player.
<u>Contributions</u> Do you contribute to whole class and group work? Do you "do your share"?	Consistently provides useful ideas; always stays focused on the task. Exhibits a lot of effort and valuable contributions.	Most of the time provides useful ideas and stays focused. A satisfactory group member who does what is required.	Rarely provides useful ideas; not always focused. Reluctant to participate. Lets others take charge.
<u>Disposition toward teaching</u> Do you exhibit a positive disposition towards teaching all students?	Consistently demonstrates concern in learning to teach all children. Always demonstrates strong commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CA Standards for the Teaching Profession (CSTP), Teacher Performance Expectations (TPE), and CA Content Standards.	Most of the time demonstrates concern in learning to teach all children. Often demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards.	Rarely shows concern in learning to teach all children. Rarely demonstrates commitment toward developing (a) an understanding of children, (b) teaching strategies, and (c) knowledge of the CSTP's, TPE's, and CA Content Standards.
<u>Leadership</u> Do you interact productively with your peers and show leadership initiative?	Shows strength through leadership in class activities; other students respect you as a leader.	Effectively participates and contributes, but rarely shows leadership qualities.	Does not show leadership in any area of class.

EDUC 501: Disability Data

We encourage you to click on the following links, which are important resources through which you will be able to explore information about a variety of disabilities:

<http://www.seriweb.com/parents.htm>
http://www.ed.gov/offices/OSERS/Policy/IDEA/the_law.html
<http://www.nichey.org/>
<http://www.cec.sped.org/>

Data Resources for Raising and Educating Children with Special Needs

Giftedness	Learning Disabilities	Emotional & Behavioral Challenges	Mental Retardation	Physical & Health Challenges
Vision & Hearing Challenges	Speech & Language Challenges	Traumatic Brain Injury	Autism	Multiple Challenges
		Attention Deficit Disorder		

Please visit this link for professional abstracts of articles about disabilities: abstracts.html

The actual Calendar and Assignments are available inside the course for registered students who have access to the course through a private and personal password.