

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

**Education 501 - Spring 2004**

**INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Instructor: Therese Nugent, M.A.  
tnugent777@aol.com 760-445-3411

Tuesday 5:30-8:15  
UH - 441

**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 may include those with learning disabilities, sensory impairments, physical impairments, developmental delays, emotional challenges, communicative disorders, AD(H)D 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, placement options, and program models will also be covered.

**REQUIRED MATERIALS**

Freiberg, K (2000) Educating Exceptional Children 03/024- Thirteenth Edition.  
Dushkin/McGraw-Hill: Guilford, CT (Dushkin)

Turnbull, R. and Turnbull, A.(2002) Exceptional Lives: Special Education in Today's Schools.  
Merrill Prentice-Hall: Columbus, OH.

Villa, R. and Thousand, J. (1995) Creating an Inclusive School. ASCD: Alexandria, VA

**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.
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 processes: IEP, IFSP, ITP, 504 Plan and SST
7. Characteristics of children with special learning needs
8. The family-centered perspective

## **SCHOLASTIC REQUIREMENTS**

Family Centered Perspective Report	100 points
Family Centered Perspective Presentation	60 points
Observation Report	20 points
SST project	20 points
Annotated Bibliography (3)	60 points
Comment cards (10)	10 points
Attendance/Punctuality (15)	30 points
	300 points

## **GRADING RUBRIC**

Plus (+) or minus (-) may be added to grades according to standard grading measures and/or instructors discretion

A (93%+) - Outstanding/exemplary work on assignments, excellent synthesis of information/experiences

B (83%+) - Satisfactory completion of assignments, adequate synthesis of information/experiences

C (73%+) - completion of assignments; minimal effort, minimal synthesis of information/experiences

## **ADMINISTRATIVE REQUIREMENTS**

Since this is a clear credential course you must maintain a B average 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

Two class sessions missed eliminates the possibility of an A, four missed sessions eliminates the possibility of a B

Type all reports and use persons-first language in all assignments

Complete assignments on time for full credit. Work received more than one week late will not receive credit

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**COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Due</b>	<b>Class Activities</b>
1-20	Intro. & Overview	None		Questionnaire
1-27	Special Ed.Overview Universal Design/Inclusion	Turnbull 1-2	Card #1	Educating Peter
2-3	Ensuring Progress	Turnbull 3	Card #2	Topic selection
2-10	LD & EBD	Turnbull 4-5	Card #3	
2-17	Gifted & MR	Turnbull 7-8	Card #5	Problem-solving
2-24	SST Classroom accommodations	V/T 1-4	Biblio #1 Card #4	SST
3-2	Severe & Multiple Dis.	Turnbull 9 V/T 5-7	Card #6	
3-9	Meet for FCP		Biblio #2	
3-16	OHI, Physical Disabilities	Turnbull 11-12	Card #7	
3-23	FCP Preparation / Catch up			
3-30	Assessment Multicultural issues	Selected readings		MEET OFF SITE Observation due
4-6	OFF			
4-13	TBI Communicative disorders	Turnbull 13-14	Card #8 Biblio #3	
4-20	Hearing Loss Blindness & Low Vision	Turnbull 15-16	Card #9 FCP written	FCP prep
4-27	ADHD Autism	Turnbull 6, 10	Card #10	FCP Presentation
5-4	504 Plans	Selected readings		FCP Presentation
5-18	Grades due			