EDSE 302: Introduction to Students with Exceptionalities

Course Materials

Instructor: 
Office: 
Phone: E-mail: 
Office Hours: 

Course Description: EDF 302. Introduction to Students with Exceptionalities (4). Introduces effective teaching strategies and strategies for adapting standard instruction to meet the needs of a range of students found in the typical classroom. Provides information about students considered disabled as well as gifted and students with multicultural heritages.

Course Rationale: This course employs the constructivist model of learning in which students, in interaction with their physical and social environments, create knowledge. This course is consistent with the:

- University’s mission, “Docendo Discimus” (by teaching we learn),
- College of Education and Professional Studies’ mission, “to prepare enlightened leaders,”
- Center of Teaching and Learning theme, “facilitators of learning in a diverse world,”
- Department of Teacher Education Programs’ mission, “ensuring...outstanding educational leaders and facilitators of learning ... within a diverse school population, and
- Council of Exceptional Children’s mission of “celebrating serving exceptional children.”

Consistent with WAC 180-78A-165 and with the objectives of the Department of Teacher Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.

Specific Learner Outcomes:
1. Describe the philosophical, historical, and legal foundations of special education. [WAC 180-78A-165 (1) (c); CEC I.1-5]
2. List and describe formative special education litigation. [WAC 180-78A-165 (1) (c) (d) (g); CEC I.1-5]
3. List and describe formative special education legislation through P. L. 105-17. [WAC 180-78A-165 (1) (c) (g); CEC I.1-5]
4. Explain how litigation and legislation impacts the public schools.
5. Identify the major professional organizations that facilitate research and experience-based principles for best practices in special education. [WAC 180-78A-165 (1) (i)]
6. Define prereferral and referral and explain the processes involved in each. [WAC 180-78A-165 (1) (g) (k) (p) (q) (u); CEC III.19]
7. Describe the assessment process for determining eligibility for special education services. [WAC 180-78A-165 (1) (o) (u); CEC III. 16-19, 22-24]
8. List the categories of eligibility and explain the criteria for classification of each category. [WAC 180-78A-165 (1) (k); CEC II.9, 12, & 14]
9. Describe characteristics of students who are highly capable, students who have a diagnosed disability, and students who are culturally and linguistically diverse. [WAC 180-78A-165 (1) (k); CEC II.9, 12, 14, & 15]
10. List and describe the range of service options available for students with disabilities. [WAC 180-78A-165 (1) (g); CEC I.5]
11. List the components of the Individualized Education Program (IEP) and the members of the IEP team, and explain the role and responsibilities of the general education teacher in the IEP process. [WAC 180-78A-165 (1) (g) (l) (n) (p) (q) (u); CEC I.4-5, VII.85-89]
12. Describe the requirement for effective education of students with disabilities in general education. [WAC 180-78A-165 (1) (j) (k) (m) (l)(ii) (p); CEC IV.36-37, 39-42, 98]
13. Describe the state goals and essential academic learning requirements as they relate to inclusion of, and accommodations for, special populations. [WAC180-78A-165 (1) (a) (f) (i)]
14. Describe and demonstrate how to modify instruction for students with disabilities. [WAC 180-78A-165 (1) (k) (s); CEC IV.39-40]
15. Demonstrate effective collaboration skills. [WAC 180-78A-165 (1) (p) (q) (r) (u); CEC VII.85]
16. Demonstrate effective written and verbal communication skills. [WAC 180-78A-165 (1) (m)(ii); CEC IV.58, VIII.103]
17. Access current research regarding best practices in special education. [WAC 180-78A-165 (1) (f) (j) (s); CEC V.61-62, VIII.106]
18. Access technology-based resources supporting the education of students with disabilities. [WAC 180-78A-165 (1) (s); CEC V.61-62]
19. Use copyrighted educational materials in an ethical manner. [WAC 180-78A-165 (1) (f) (h); CEC II.13, VIII.106]

Course Topics:
1. Historical Perspectives
2. Litigation & Legislation
3. Special Education Process (Pre-referral, referral, IEP requirements)
4. Eligibility Requirements & Categories of Exceptionalities
5. Mainstreaming & Inclusion
6. Modification & Teaching Strategies

Methods of Instruction: The course will consist of direct instruction, lectures/presentations, films, class discussions, class group work, and class activities. There will be group and individual assignments, both in and out of the class.

Assessment:
Performance Indicators
1. Examinations (Student Outcomes 1-18)
   a. There will be one final exam

2. Correct answers to questions from assigned readings are worth one point each.
Questions that reflect assigned readings are worth one point each.

3. **Group Project**: (Student Outcomes 1-18)

Meeting summaries are hand written and are due at the end of each group meeting. They are worth 5 points and must include specific examples of what you contributed to the meeting (2 pts.), specific examples of what you are going to do prior to the next meeting (2 pts.) and the goal for the next meeting (1 pt.).

The final meeting process reflection is due at the beginning of the class session identified on the calendar. The paper must be typed and is worth 6 points. The paper must include: specific examples of how you assisted the team in reaching the overall goal, specific examples of how you could have been more effective in helping the team reach the overall goal (3 pts.), specific examples of your communication strengths during the process, and specific examples of areas you want to improve in regarding communicating in a group process (3 pts.).

**Resource Packet**

The resource packet must be typed, is due at the beginning of the class session when you are scheduled to present and must include the following:

1. **Planning Strategies for Instruction** (5 Points)
   a.) Specific competencies (outcomes) to be taught and importance justified
   b.) Who will be taught (number, age/grade)
   c.) Pre-requisites required and how you know everyone being taught has them)

2. **Grouping & Instructional Arrangements** (10 Points)
   a.) Grouping identified and justified (large, small, individual, combination)
   b.) Specific research based type(s) identified, explained, and justified
   c.) Explanation of how utilized included and justified

3. **Effective Instructional Delivery** (10 Points)
   a.) Specific research based type(s) identified, explained, and justified
   b.) Explanation of how utilized included and justified

4. **Positive Behavioral Supports** (10 Points)
   a.) Specific research based type(s) identified, explained, and justified
   b.) Explanation of how utilized included and justified

5. **Accommodations/Adaptations** (10 Points)
   a.) Specific area of disability identified (legal and characteristics)
   b.) Specific research based type(s) identified, explained, and justified
   c.) Explanation of how utilized included and justified

6. **Assessment Process** (10 Points)
   a.) Specific research based type(s) identified, explained, and justified
b.) Explanation of how utilized included and justified

7. Handout (10 Points)
   Must include a typed, one page summary of research based techniques that follows APA format. Presenter’s name must be at the top of the handout.

* Points will be deducted for 3 or more spelling/grammatical errors

Class Presentation

1. Lasts between 10-15 minutes (5 Points)

2. Contains 1-6 above in resource packet (20 Points)

3. Utilizes Effective Instruction (Introduction (shares what will be covered), pacing, and ends with a brief synopsis) (5 Points)

4. Professionalism: (Student Outcome 15).
   One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments, being prepared for class, being on time and ready to participate. Professionalism also means involvement. Involvement includes, but is not limited to, active participation in discussions, sharing ideas, and respecting others whose ideas differ from one's own.
   One measure of professionalism will be student Attendance. Class attendance is mandatory and roll will be taken at each class session. Any absences beyond the first class session may result in a loss of professional points. There may be times when you will need to be absent from class. All emergency absences should be reported through the Office of Student Affairs.
**Grading**

Grading for this course is based on absolute criteria. The point value for each assignment is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Questions</td>
<td>13 (1x13)</td>
</tr>
<tr>
<td>Response to Question</td>
<td>13 (1x13)</td>
</tr>
<tr>
<td>Group Project</td>
<td></td>
</tr>
<tr>
<td>Resource Packet</td>
<td>65</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>30</td>
</tr>
<tr>
<td>Presentation Reflection</td>
<td>5</td>
</tr>
<tr>
<td>Group Meeting Summaries</td>
<td>25 (5x5)</td>
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<tr>
<td>Final Group Meeting</td>
<td>6</td>
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<tr>
<td>Process Reflection</td>
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<tr>
<td>Final</td>
<td>40</td>
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| Professionalism             | 30     |

**Total Points Possible** 270

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>188-193</td>
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<tr>
<td>B-</td>
<td>164-169</td>
</tr>
<tr>
<td>C+</td>
<td>158-163</td>
</tr>
<tr>
<td>D</td>
<td>152-157</td>
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<tr>
<td>D-</td>
<td>0-151</td>
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- A grade, "A", is reserved for those students who have excelled in every phase of the course.
- The "B" grade is for students whose work is superior but does not warrant the special distinctiveness of the "A."
- A "C" grade indicates that the student has made substantial progress toward meeting the objectives of the course and has fulfilled the requirements of the course. (The grades above "C" are used for those students who demonstrated some degree of superiority.)
- The "D" is a grade for those students who have made progress toward meeting the objectives of the course but who have fulfilled the requirements only in a substandard manner.
- The "F" is reserved for students who have failed to meet or have accomplished so few of the requirements of the course that they are not entitled to credit.
Class Policies:

1. **Quality standards for Assignments**: Assignments are to consist of neat, accurate, and well prepared materials. Typewritten assignments are required when specified. Neatly handwritten assignments are acceptable when indicated by the instructor.

2. **Late Assignments**: All materials must be submitted in a timely manner. Exceptions will be dealt with on an individual basis. Part of professional development is submitting assignments on time.

3. **Make up for Assignments**: Under normal circumstances, make up of assignments will not be accepted, unless otherwise arranged in advance.

4. **Incomplete grades** will be given only for documented medical, extreme personal hardship, or family emergencies. Please do not request an incomplete for any other reason.

5. The instructor reserves the right to make decisions about individual student competence based on professional judgment of the student's performance in all aspects of the course.

ADA Statement:

Students who have special needs or disabilities that may affect their ability to access information and/or materials presented in this course are encouraged to contact the instructor as soon as possible. You may also wish to contact Robert Harden, ADA Compliance Officer, Director, ADA Affairs and Student Assistance on CWU campus at 963-2171 for additional disability related educational accommodations.

Bibliography:

Contemporary References


Classic References


**Periodicals**

Educational Leadership  
Kappan  
Phi Delta Kappa  
Teaching Exceptional Children  
The Journal of Special Education