EDSE 310: Introduction to Special Education

Course Meeting Information
Meeting Time: Day/Time:
Location:

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

Course Materials
Required Text:
  Boston, MA: Allyn & Bacon.
  Ellensburg, WA: Central Washington University Bookstore.
Optional –

Course Description: EDSE 310. Introduction to Special Education (4). EDSE 310 is a prerequisite to the Special Education course of study. Junior or Senior Class Standing required OR permission of instructor. Designed to introduce prospective teachers to the legal requirements of special education including eligibility, programming, and instruction. Skills necessary for collaborative relationships in the multidisciplinary team process will also be emphasized.

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 Education Programs’ mission, “ensuring...outstanding educational leaders and facilitators of learning...within a diverse school population, and
● Council for Exceptional Children’s mission of “celebrating serving exceptional children.”
Consistent with WAC 181-78A-270 and with the objectives of the Department of Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.
Learner Outcomes:

1. The student will demonstrate an understanding of philosophical, historical, and legal foundations of education and special education.
2. The student will express understanding of the development, identification/definition, prevalence of, etiology, characteristics and needs of exceptional learners, including knowledge related to IDEA eligible exceptionality areas.
3. The student will demonstrate knowledge of how exceptional conditions, culture and/or family impact or interact with individual student development at school, home and in the community.
4. The student will discuss similarities and differences across eligibility areas of exceptionality.
5. The student will identify evidence-based instructional strategies and professional practices for students with exceptionalities.
6. The student will access information on disabilities and identify resources for evidence-based information.
7. The student will demonstrate professional standards using oral and written language effectively.

Course Topics:

- Historical Perspectives
- Litigation & Legislation in Special Education
- Special Education Process (Pre-referral, referral, IEP requirements)
- Eligibility Requirements & Categories of Exceptionalities (Characteristics, Etiology, Prevalence, Identification, Assessment, Strategies, Issues)
  * Specific Learning Disabilities
  * Mental Retardation
  * Physical Disability
  * Deafness/Hard of Hearing
  * Autism
  * Traumatic Brain Injury
  * Multiple Disabilities
- Speech Language Impairments
- Emotional Behavioral Disability
- Other Health Impairments
- Blindness/Visual Impairment
- Low Incidence Disabilities
- Attention Deficit Disorder
- Deaf Blindness
- Culturally & Linguistically Diverse Students and Special Education
- Mainstreaming & Inclusion
- Modification & Teaching Strategies
- Ethical Professional Practice and Communication

Performance Assessments & Standards/Competencies

Learner outcomes address specific standards and are assessed in the performance indicators listed below.

- Center for Teaching and Learning Standards Evidenced in the Performance Indicators below include:
  - 1.1 Candidates demonstrate subject matter in area of endorsement
  - 1.3 Candidates demonstrate a thorough understanding of professional and pedagogical knowledge.
- WAC 181-78-270 (1) Teacher candidates will complete a well-planned sequence of courses and/in which they acquire and apply knowledge about:
(b) The subject matter content for the areas(s) they teach, including relevant methods course knowledge and skills for each area of endorsement area for which the candidate is applying.

(c) The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.

(i) The responsibilities, structure, and activities of the profession,

(n) areas of exceptionality and learning – including, but not limited to, learning disabilities, perceptual difficulties and special physical or mental challenges.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Standards/Competencies</th>
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</thead>
<tbody>
<tr>
<td>Categorical Portfolio</td>
<td>1. Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds [WA-COMP SE: 1.3; CEC/CC: CC1K5]</td>
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<tr>
<td></td>
<td>2. Etiologies and medical aspects of conditions affecting individuals with disabilities [WA-COMP SE:2.3; CEC/GC 2K3]</td>
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<td>3. Educational implications of characteristics of various disabilities including social, emotional, academic, and behavioral implications learners’ academic and social abilities [WA-COMP SE:2.1; CEC/CC 2K2]</td>
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<td>4. Effects a disability(ies) can have on an individual’s life, and on families and society [WA-COMP SE: 2.1, 2.5; CEC/CC 3K1].</td>
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<td>5. Recognize characteristics common to disability categories as identified in WAC’s [WA-COMP SE 6.2.5]</td>
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<td>6. Family/community/education programs that provide information and resources concerning individuals with disabilities[WA-COMP SE 2.4]</td>
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<td>7. Accommodations, modifications, and alternatives and when to apply each in instruction [WA-COMP SE 4.3]</td>
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<td>8. Research-based methods for skill acquisition in academic content areas and evidence that instructional methods and curricular methods are research-based [WA-COMP SE 4.6; 4.7] including research-based methods to teaching reading, mathematics and writing [WA-COMP SE 6.4.8]</td>
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<td>9. Maintain confidential communication and documentation about individuals with disabilities [WA-COMP SE 6.3.2] and conduct professional activities in compliance with applicable special education laws/policies/regulations [WA-COMP SE 6.6.4]</td>
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<td>10. Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with disabilities [WA COMP SE 6.6.1]</td>
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<td>Presentations &amp; Activities</td>
<td>11. Use verbal, nonverbal, and written language effectively [ CEC/CC: 9S8]</td>
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<td>(e.g. Case study, Video reflection,</td>
<td>12. Issues in definition and identification of individuals with disabilities, including those from culturally and linguistically diverse backgrounds [WA-COMP SE:1.3; CEC/CC: 1K5]</td>
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<tr>
<td>Chapter Assessments, Other Activities)</td>
<td>13. Etiologies and medical aspects of conditions affecting individuals with disabilities [WA-COMP SE 2.3; CEC/GC: 2K3], and effects a disability(ies) can have on an individual’s life (WA-COMP SE: 2.1 CEC/CC 3K1)</td>
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<td>14. Access information on disabilities [WA-COMP SE 6.6.3; CEC/CC 9S10]</td>
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<td>15. Differing ways of learning of individuals with disabilities and strategies for addressing these differences [CEC/CC: 3K5]</td>
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<td>16. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice [WA-COMP SE 1.1.; CEC/GC 1K3]</td>
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<td>17. Similarities and differences of individuals with and without disabilities [WA-COMP SE 2.1; CEC/CC: 2K5]; 2K6</td>
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<table>
<thead>
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<th>Performance Indicators</th>
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<tbody>
<tr>
<td>18. Roles of families, school and community personnel, and individuals with disabilities in identifying, assessing, and providing services to individuals with disabilities. [WA-COMP SE 1.9]</td>
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<td>19. Roles and responsibilities of the special education teacher, paraprofessional, and other team members [WA-COMP SE 4.10]</td>
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<td>20. Strategies for increasing acceptance and inclusion of individuals with disabilities [WA-COMP SE 5.3]</td>
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<td>21. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession consistent with CEC’s Code of Ethics [WA-COMP SE 6.6.2]</td>
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- **Categorical Chart**

| 22. Access information on disabilities [WA-COMP SE 6.6.3; CEC/CC 9S10] |
| 23. Definitions and issues related to the identification of individuals with disabilities [WA-COMP SE 1.3; CEC/CC 1K5] |
| 24. Educational implications of characteristics of various disabilities [WA-COMP SE 2.1; CEC/CC2K2] |
| 26. Accommodations, modifications & alternatives and when to apply each in instruction [WA –COMP SE 4.3] and awareness of comprehensive assessment procedures [WA-COMP SE 6.3.3]. |
| 26. Research-based methods to teaching reading, mathematics and writing [WA-COMP SE 6.4.8] |

- **Exams**

<p>| 27. Models, theories, philosophies, and regulatory history that form the basis for special education practice [WA-COMP SE 1.1; CEC/CC 1K1] |
| 28. Characteristics and demands of the continuum of service options and evaluation related to childfind screening, pre-referral, RTI, referral, eligibility procedures, ESY and transition procedures [WA-COMP SE 3.3, 4.2; CEC/GC 1K5] |
| 29. Historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice WA-COMP SE 1.1.; CEC/GC: 1K3] |
| 30. Federal and state legislation that affects children, families, and programs for young children [WA-COMP SE 1.8] |
| 31. Issues, assurances, case law, and due process rights related to assessment, eligibility, and placement within a continuum of services [WA-COMP SE 1.4; CEC/CC 1K6] |
| 32. Rights and responsibilities, and advocacy related to individuals with disabilities [WA-COMP SE 1.5; CEC/CC: 1K4] |
| 33. The legal, judicial, and educational systems affecting individuals with disabilities, including laws, policies, and ethical principals regarding positive behavioral management planning and implementation [ WA-COMP SE 1.6; 5.1] |
| 34. Individualized Education Plan components, development, implementation, and review process [WA-COMP SE 4.1]. |
| 35. Factors that influence the overrepresentation and underrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities [WA-COMP SE 1.7]; |
| 36. Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity [WA-COMP SE 6.2.7] |
| 37. Similarities and differences among individuals with disabilities [WA-COMP SE 2.1; CEC/CC 2K6] |
| 38. Current and historical theories of diagnosis and etiology [WA-COMP |</p>
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<tr>
<td>39. Unique needs of children who are severely involved or very young such as positioning, handling, nutrition, feeding and toileting &amp; Universal precautions for health and safety [WA-COMP SE 2.2; 4.14]</td>
<td>SE 2.3; CEC/GC 2K1</td>
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<tr>
<td>40. Basic terminology used in assessment of individuals with disabilities and legal/ethical provisions [WA-COMP SE 3.1; 3.2].</td>
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<tr>
<td>41. Accommodations, modifications, technology, and alternatives and when to apply each in classroom, district, and state testing [WA COMP SE 3.5]</td>
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<tr>
<td>42. Prevention and intervention strategies across the tiers of RTI [WA-COMP SE 4.8] and awareness of documentation needed in RTI to inform eligibility decisions and specially designed instruction [WA-COMP SE 6.3.9]</td>
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<tr>
<td>43. Social Skills needed for education, community living, and other environments [WA-COMP SE 5.4]</td>
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**Methods of Instruction:** The course will consist of direct instruction, lectures/presentations, films, class discussions, class group work, and individual performance activities. There will be group and individual assignments, both in and out of the class.

**Assessment Descriptions (Performance Indicators for Competencies)**

1. **Categorical Portfolio** (80 points)
   Each student will compile a portfolio concerning information gathered about an special education category of eligibility. It is recommended and may be required that the student select a different area of eligibility to research than studied in EDSE 311. The portfolio will include the following sections:
   - **Overview** and general introduction to the portfolio (5 points)
   - **Section 1. Categorical Handout** including: definition, prevalence, characteristics, educational needs and interventions (two categorical websites may be used); (10 points)
   - **Section 2. Instructional strategies** (15 points) The instructional strategies are “teacher tips” and strategies specific to the needs of students in the categorical area researched. A minimum of five strategies for at least three instructional areas will be researched. In this section students will include a narrative description with research support for each validated strategy. Areas may include the following depending on identified needs for people with the disability and must be explained with sufficient detail so another person could implement it. Refer to information provided in class RE requirements.
     - Reading
     - Mathematics
     - Organization (teacher, indiv)
     - Writing
     - Science
     - Management (teacher, indiv)
     - Spelling
     - Social Studies
     - Study Skills
     - Communication
     - Life Skills
Section 3. – **Original Productions (minimum of four)** (25 points) This is the component of the portfolio prepared specifically by you on your selected topic and includes examples of hands-on activities that implement the process and/or procedures related to instructional strategies in Section 2.

One piece is required:
- an observation of exceptional students (10 pts.)

Other examples might include: (5 pts. each)
- an original personal inquiry/research paper,
- evaluations (journal abstract) of scholarly articles related to the disability
- a written testimony by a person with reflection
- original lesson plans & materials for recommended activities

- **Section 4. – Annotated bibliography** (10 points). Students will create an annotated bibliography of sources used and cited in the portfolio - using at least 10 current (1995-present) references using APA Style (including examples and handouts). Annotations are to be a minimum of 3 sentences in length and provide detailed information about what you used from the reference -- not just a brief synopsis of the reference. Students may use the internet (Brooks Library) to locate [*professional peer-reviewed journal*](#) articles

- **Section 5 – Self-Reflection** (5 points) After completing the portfolio, students will prepare a statement summarizing the value of this learning experience.

- **Captions**: (5 points) A caption is a reflective statement of each piece of evidence that describes the purpose for inclusion in the portfolio. Captions articulate your thoughts, express what you have learned, and clarify reasons for including a particular piece of evidence. Captions are to be used to explain each Original Production.

2. **Presentations** (15 points)
   Students will complete two presentations:
   - Categorical Handout -- definition, prevalence, characteristics, educational needs and interventions related to the selected disability (7 points)
   - Portfolio -- overview, original production(s), and reflection (8 points)

3. **Categorical Chart** (20 points)
   Students will complete a chart describing the definition, characteristics, needs, and instructional or curriculum adaptations for each area of eligibility (IDEA & WACs). Charts are to be submitted on the date indicated on the course calendar

4. **Exams** (50 points)
   - There will a mid-term and final exam given in class.
   - Both exams will cover reading assignments, handouts, lectures, speakers, presenters, reports, videos, etc. covered up to the date of the exam. No make-up exams will be offered unless prior arrangements have been made.

5. **Blackboard Questions** (35 points)
   - Each week, (7), you will be expected to answer a question related to the readings for the week.
   - A five point answer indicates you have read the chapter, answered the question(s) in your own words, and responded to at least one other classmate’s posts.
   - A late answer will be eligible for a maximum of 3 points.

6. **Chapter Assessment Activities** (50 points)
   - Choose one assessment to complete from a menu of options for designated chapter readings (see calendar).
   - Complete and submit the assessment on date identified. These cannot be resubmitted.
A total of 5 of the 7 chapter assessments must be completed. Students may select 5 of the 7 to complete. Each is due as indicated on the course calendar. You may completed more than 5 if desired and only the highest scores of 5 of the completed chapter activities will be recorded.

7. **Professionalism:**

**Professional Ethics** Each assignment and competency in this class are to be individually constructed, unless otherwise indicated by the instructor. This means that each assignment is individually generated and cannot be copied or exhibit replication of content from any other past/current student or resource. The instructor will follow university, college, and department guidelines regarding ethics and plagiarism in the event of duplication. The outcomes can involve disciplinary action, failure of the course, and/or a significant impact on the course outcomes or grade.

The course will follow department and college practices regarding ethical use of materials. This includes a "no tolerance" stance on plagiarism in written and oral assignments. All content used and researched from any resource must be cited and credited using APA format and/or appropriate referencing. The college and department stance on plagiarism is attached to this syllabus.

**Professional Involvement and Participation** 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, and being present for the full class session. 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. Another measure of professionalism is **Attendance**.

**Attendance. Class attendance is mandatory** and roll will be taken at each session. Important information is covered in class and requires your interaction, participation, and input. After the first class, any nonemergency or university excused absences will result in a loss of professional points (2 points per session professional points). Attendance means full presence for the entire scheduled course session.

**Communication of Absences.** 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** at 963-1515. As a courtesy, you should also contact the instructor via e-mail or voice mail. **Health-related absences** can be reported in the same manner and should include, as relevant, written documentation provided within 2 days of the return to class. **University-related absences.** Written documentation must be provided in advance for any university-related/sponsored absences. This is usually in the form of a letter from the faculty sponsor/coach, etc. This notice should be provided well in advance of the scheduled activity (@ 2 weeks in advance).

**Assignment Policy for Emergency or Excused Absences.** For emergency or excused health related absences, the student is responsible for contacting the instructor within 1 day of his/her return to class to ascertain content & assignments covered during the absence. This typically necessitates scheduling a meeting with the instructor. At this meeting a timeline for any make-up assignments will be provided. Any assignments which were due on the date of the absence should be submitted on the day of return to class. The student remains responsible for the content and assignments covered during the emergency absence.
For any university related absences (sponsored university event) the student must initiate and schedule a meeting with the instructor in advance of the expected absence (@ 1 week or more). The student will remain responsible for the content/assignments missed. Content and assignments for the period of the expected absence will be previewed with the instructor, and a timeline set for assignment submission at the meeting.

**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>
<th>Points Earned</th>
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<tbody>
<tr>
<td>Categorical Portfolio</td>
<td>80</td>
<td></td>
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<tr>
<td>Class Presentations</td>
<td>15</td>
<td></td>
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<tr>
<td>Categorical Chart</td>
<td>20</td>
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<tr>
<td>Exams</td>
<td>50</td>
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<tr>
<td>Blackboard Questions</td>
<td>35</td>
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<tr>
<td>Chapter Assessment Activities</td>
<td>50</td>
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<tr>
<td>Professionalism</td>
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**Total Points Possible**

280

According to the CWU catalog:

- The highest 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. Assignments are due at the beginning of the class. Anything
submitted after that is considered late. **Late assignments** will lose **10% of total points per day** following the due date/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 the Disabled Student Services Office (DSS) on CWU campus at 963-2171 for additional disability related educational accommodations.

**Bibliography:**

**Contemporary References**


**Classic References**


**Periodicals**

- Education and Treatment of Children
- Educational Leadership
- Exceptional Children
- Focus on Exceptional Children
- Intervention in School and Clinic
- Journal of Learning Disabilities
- Kappan
- Phi Delta Kappa
- Preventing School Failure
- Teaching Exceptional Children
- The Journal of Special Education

**CWU’s University Writing Center:**

Writing Consultants offer free, one-on-one sessions to all CWU students, of all disciplines and levels. Students can brainstorm ideas, find research, and revise their drafts for organization, citation style, and grammar, learning how to edit their own papers. You can drop in or make an appointment for an in-person session or request a live, interactive, online session. There are three campus locations: Hertz 103, 9 a.m. to 7 p.m. Monday-Thursday and 9 a.m. to 2 p.m. Friday; library Fishbowl, 2 to 9 p.m. Sunday; and SURC 273, 6 to 9 p.m. Monday-Thursday. Please call 963-1296/1270. Also available are grammar handouts and other writing resources at [www.cwu.edu/~writingcenter](http://www.cwu.edu/~writingcenter)