EDSE 311: Foundations of Special Education -

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

Course Description  
EDSE 311. Foundations of Special Education (3 credits). Prerequisite or corequisite, EDSE 310.  
Designed to provide prospective teachers with the necessary foundations for successful completion of the special education course of study including end-of-program assessment, undergraduate research, and written and oral communication skills. Formerly EDSE 303/SPED 303.

Course Materials  

The following materials will be available online in Blackboard and are required to be printed by the second week of class.


The following materials are available from the Office of the Superintendent of Public Instruction:  
http://www.k12.wa.us/specialed  
- Rules for the Provision of Special Education to Special Education Students (July, 2007)  
- State Forms for Services to Students in Special Education (Revised)  
- Annual Report  
- Notice of Special Education Procedural Safeguards to Students and Their Families (August, 2007)

The following course supplies are required for EDSE 311: Portfolio Development: One large 3 ring notebook and dividers, One 10" x 13" paper envelope (tie type) for assignments.

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), the College of Education and Professional Studies’ mission, “to prepare enlightened leaders,” the Center of Teaching and Learning theme, “facilitators of learning in a diverse world,” the Department of Education Programs’ mission, “ensuring...outstanding educational leaders and facilitators of learning ... within a diverse school population, and the Council of Exceptional Children's mission of “celebrating serving exceptional children.”

The course is designed to provide an overview of foundational information pertinent to the field of special education. 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 Learner Outcomes listed below.
Learner Outcomes

The students will:

1. utilize specific criteria to determine if a program meets legal requirements [WAC 181-78A-270 (1)(b)(g)(n); CEC/CC: CC1K4, WA-COMP SE: K1.2, K.6];
2. describe how program decisions must reflect knowledge of federal and state legislation and rules and regulations related to exceptional individuals [WAC 181-78A-270 (1) (g); CEC/CC: CC1K4, CC1K5, WA-COMP SE: K1.1, K1.2];
3. identify the legal requirements of the IEP [WAC 181-78A-270 (1) (g) (i) (n); CEC/CC CC1K6, GC1K5, WA-COMP SE: CCK1.2, CCK1.6];
4. access current research regarding best practices in special education [WAC 181-78A-270 (1) (f) (j) (l) (n) (q) (x); CEC/CC: CC2K2, GC2K3, CC9K4, GC9K2, CC9S8, CC9S10; WA-COMP SE: K2.4, K2.5, K2.11, S2.1, S8.8, K9.5, K9.6, S9.8];
5. access technology-based resources supporting the education of students with disabilities [WAC 181-78A-1270 (1) (x); CEC/CC: CC6K4];
6. develop and evaluate effective goals and behaviorally stated objectives for education programming and instruction [CEC/CC: CC7S5, CC7S6, CC9S, IC3S1; WA-COMP SE: S2.3, S5.11, S8.8];
7. identify and describe the CWU Special Education End-of-Program portfolio process;
8. identify elements of the CEC code of ethics and other standards and policies related to special education [WAC 181-78A-270 (1)(h); CEC/CC: CC9S1];
9. articulate and write a personal philosophy regarding the teaching of students with disabilities including its relationship to/with general education [CEC/CC: 1S1; WA-COMP SE S1.1];
10. demonstrate proficiency in oral and written communication [WAC 181-78A-270 (1) (i); CEC/CC: 9S8; WA-COMP SE S8.8];
11. use copyrighted educational materials in an ethical manner [WAC 181-78A-270 (1) (f) (h); CEC/CC 9S8, WA-COMP SE: S8.8];
12. demonstrate effective collaboration skills. [WAC 181-78A-270 (1) (u) (y); CEC/CC:10K1; WA-COMP SE K8.6, S8.8].

Course Topics:
Career Paths in Special Education
End of Program Assessment
Portfolio/Performance/Authentic Assessment
Goals & Objectives
Research in Special Education
Best practices in Special Education (specific to an area of disability)

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 Assessments -- To accomplish the objectives of this course, students will have the opportunity to participate in the following activities:

1) Abstracts: (Student Learner Outcomes 4, 5, 9, & 10). There will be 2 abstracts due on the dates indicated on the course calendar. Abstracts will be worth 10 points (students have the option to resubmit for full points). Both abstracts will be from current (2000-present) professional journals or professional textbooks, in the format described in class, and on the topic of Portfolio Assessment. Abstracts should be typed, double spaced, and no longer than three (3) pages excluding the title page. Abstracts will be evaluated according to the performance standards and utilizing the scoring rubric for 10 point assignments. The instructor MAY provide a choice of an alternate assignment for the 2nd abstract.

The completed abstract will include in the following order:

a. a title page following APA format,
b. student written review (reference entry, summary, discussion),
c. a copy of the article or chapter read,
d. the abstract performance standards, and
e. a page with the reference entry, your name, and abstract #.
2) **Advisement Forms:** (Student Learner Outcomes 9 & 10). Each student will complete, with a Special Education Advisor, the following forms (as appropriate): College of Education and Professional Studies Major/Minor Application Form, Special Education Major/Endorsement Advisement Form, Scheduling Calendar, and Electives Approval Form. Please refer to the Handbook, pg. 7.

3) **End-of-Program Assessment Activities:** (Student Learner Outcome 7). Each student will: (a) view the End-of-Program Assessment video, (b) complete a rough draft portfolio and philosophy activity, and (c) attend the end-of-program assessment orientation meeting. Additional details for these activities will be provided in class. (See appropriate performance standards and rubrics)

4) **Research Paper:** (Student Learner Outcomes 4, 5, 8, & 9). The research paper (APA style) must be at least five (5) and no more than ten (10) typewritten, double-spaced pages, excluding the title page, abstract, and references. At least six references from current (2000-present) professional journals and/or professional texts must be used and cited. **No websites may be used as references for this paper.** Sections must be included as follows: Abstract, Introduction, Review of Literature (including specific strategies identified for use with the target population), Discussion of Topic, Summary, Conclusion, Recommendations and Reference List. Research papers must be on a topic directly related to populations specific to Special Education and approved by the instructor.

Research papers with more than three (3) errors (misspellings, improper grammar, poor sentence structure, cross-outs, strikeovers, APA format errors, etc.) will be returned to the student for correction. (See research paper performance standards and rubric)

5) **Research Presentation:** (Student Learner Outcomes 4, 5, 8, & 9). Students will give a 10-minute presentation on their area of research. Presentations will include an introduction, a brief review of research findings, specific strategies identified for use with the target population, and a summary and conclusion. **A visual and handout is also required for the research presentation.** (See research presentation performance standards and rubric)

6) **Goals and Objectives:** (Student Learner Outcomes 1, 2, 3, 6, & 9). There will be several in-class activities involving the writing of behaviorally stated goals and objectives. (See appropriate performance standards and rubrics).

7) **Classroom Interaction:** (Student Learning Outcomes 2, 4, 9, 10, 12) The student will observe in a special education class during classroom instruction time arranged by the instructor. At a minimum the student should observe for 90 minutes and follow school and professional safety/visitor/CONFIDENTIALITY guidelines. If the opportunity exists and is suggested by the classroom teacher to support the classroom instruction and “help out” this too is a possibility. The purpose of this activity is to experience classroom instruction with students with disabilities.

The student should keep a type-written, minimum half-page, journal entry for each classroom interaction session which includes: Date/Time/Activities & Instructional Strategies Observed/Reflections. Upon completion, the student will complete a written reflection and oral sharing of their experiences and submit the journal entries.

a. The student will turn in a 2-3 page typewritten double-spaced synopsis of the classroom interaction experiences. Include (6 points)
   1. Site name, location, & contact information (1)
   2. Classroom type, student demographics, relevant characteristics of students observed (1)
   3. Dates/times/general descriptions of activities observed (1)
   4. Relevant observations about teaching, classroom management, and student and student/teacher interactions occurring (1)
   5. Reflections about & implications for the role of the special education teacher in supporting an effective education for students with disabilities (tied to examples and observations noted earlier) & general thoughts (2)

b. The student will also share the classroom interaction information orally with colleagues. Oral presentations (4-5 minutes) should include: (4 points)
   1. Relevant observations about teaching, classroom management and interactions (2)
   2. Supported reflections, implications & general thoughts (2)
8) **Examinations: (Student Learner Outcomes 1-11)**
   a. There will be Blackboard questions due on the dates indicated on the calendar. Blackboard questions consist of knowledge, comprehension, application, analysis, synthesis, and evaluation items.
   b. All Blackboard questions will cover reading assignments, handouts, lectures, speakers, presenters, reports, or videos. In order to receive the 5 points for each question, you must demonstrate your knowledge by answering the question completely in your own words. “NO QUOTES”. You must also reply to at least one other post submitted by a classmate that demonstrates you read the post and agree/disagree. A maximum of 4 points will be given if you don’t respond to another post.
   c. The final will be comprehensive in nature. The final will consist of knowledge, comprehension, application, analysis, synthesis, and evaluation items. The final is scheduled through the University and will be on the date specified on the course calendar.

9) **Point Generating Learning Activities:** (Student Learner Outcomes 1-11). There will be a number of in-class assignments designed to support on-going, active learning. These assignments involve group, pair, or individual work. They may not be made up.

10) **Professionalism:** (Student Learner Outcome 11).
    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 is taken at each class session. Any absences beyond the first class session will 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 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 must include advance written documentation. This is usually in the form of a letter from the faculty sponsor/coach. This notice should be provided well in advance of the scheduled activity so that the student can plan and complete any missed work in advance or as scheduled with the instructor.

    **Assignment Policy for Emergency/Excused Absences**
    For any emergency/excused absence, the student is responsible for contacting the instructor within 1 day of his/her return to class to ascertain content and as relevant schedule any missed assignments. Any assignments due on the date missed are due on the date of the return to class.

**Grading**
Grading for this course is based on absolute criteria. All activities listed below must be completed/submitted in order to satisfactorily complete this course. The grading scale and point value for each assignment is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>235-240</td>
<td>A</td>
<td>98%</td>
</tr>
<tr>
<td>228-234</td>
<td>A-</td>
<td>95%</td>
</tr>
<tr>
<td>220-227</td>
<td>B+(92%)</td>
<td>92%</td>
</tr>
<tr>
<td>215-219</td>
<td>B (90%)</td>
<td>90%</td>
</tr>
<tr>
<td>206-214</td>
<td>B-</td>
<td>86%</td>
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<tr>
<td>199-205</td>
<td>C+(83%)</td>
<td>83%</td>
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<tr>
<td>192-198</td>
<td>C (80%)</td>
<td>80%</td>
</tr>
<tr>
<td>184-191</td>
<td>C-</td>
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<td>175-183</td>
<td>175-183</td>
<td>73%</td>
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<tr>
<td>168-174</td>
<td>168-174</td>
<td>70%</td>
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<tr>
<td>156-167</td>
<td>156-167</td>
<td>65%</td>
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<td>150-155</td>
<td>150-155</td>
<td>60%</td>
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<tr>
<td>0-155</td>
<td>F</td>
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**According 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 have 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

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.

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.

Resubmission Procedures: The instructor will indicate assignments which are "resubmittable". Corrected assignments must be submitted the next class day after returned. The original assignment and performance standards checklist must be submitted with the corrected assignment.

Late Assignments: All materials must be submitted in a timely manner. Exceptions will be dealt with on an individual basis. Late assignments will lose 10% of total points per calendar day following the due date.

Make up for Assignments: Part of professional development is providing reports and other materials on time. Under normal circumstances, make up of assignments will not be accepted, unless otherwise arranged in advance.

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.

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 Disability Support Services on the CWU campus at 963-2171 for additional disability related educational accommodations.

Bibliography

Contemporary References:


Classic References:


Periodicals:

- Educational Leadership
- Learning Disability Quarterly
- Teaching Exceptional Children
- Preventing School Failure
- The Journal of Special Education
- Intervention in School and Clinic
- Remedial and Special Education
- Exceptional Children

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**Bonus Opportunity**

The bonus opportunities are entirely optional. If you wish to earn more points (and therefore the opportunity to earn a higher grade) you may do as follows BONUS POINTS CANNOT REPLACE AN ASSIGNMENT YOU HAVE SELECTED JUST NOT TO TURN IN. FOR THEM TO BE COUNTED YOU WILL NEED TO TURN IN ALL REQUIRED ASSIGNMENTS.

You may participate in the *optional* Research Poster Presentation as indicated on the course calendar. This opportunity is worth 5 points. In order to earn full points for this activity; your poster must meet the requirements for the in-class research presentation, you must attend the entire poster session, and you must orally share your research with participants. This will be your visual for your research presentation. (5 points)

Total Bonus Points Opportunities = 5 points
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Points Earned</th>
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<tbody>
<tr>
<td><strong>End-of-Program Assessment Activities</strong></td>
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<td></td>
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<tr>
<td>• Rough Draft Portfolio (5)</td>
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<td>• EOP Partner Reflection Activity (5)</td>
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<tr>
<td>• EOP Meeting Attendance &amp; KWL (10)</td>
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<tr>
<td><strong>Research Activities</strong></td>
<td>75</td>
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<tr>
<td>• Abstracts (2@10 pts each = 20)</td>
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<tr>
<td>• RP Peer Review #1 (5)</td>
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<td>• RP Peer Review #2 (5)</td>
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<tr>
<td>• Research Paper (30)</td>
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<tr>
<td>• Research Presentation (10) &amp; Reflection (5)</td>
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<td><strong>Goals &amp; Objectives</strong></td>
<td>20</td>
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<td>• Iris Module and Activities (10)</td>
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<td>• G &amp; O Activities (5)</td>
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<td>• LD Phases of Learning (5)</td>
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<tr>
<td><strong>Classroom Interaction</strong></td>
<td>10</td>
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<tr>
<td>• Written Reflection (6)</td>
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<td>• Oral Sharing (4)</td>
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<td><strong>Advisement Forms</strong></td>
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<td>• Blackboard Questions</td>
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<td>• 5 at 5 points each</td>
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<tr>
<td><strong>Final</strong></td>
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<td><strong>Point Generating Activities</strong></td>
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<tr>
<td>• Career Exploration (5)</td>
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<td>• Ed Tech Assignment (5)</td>
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<td>• OSPI Assignment (5)</td>
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<td><strong>Professionalism</strong></td>
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<td><strong>Special Education Philosophy</strong></td>
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<td><strong>TOTAL POINTS POSSIBLE</strong></td>
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