Central Washington University  
The Center for Teaching and Learning  
Special Education Program

Course Title: EDSE 431 Program Management for Students with Disabilities

Faculty Information:
Instructor:  
Office:  
Telephone:  
FAX:  
e-mail:  
Office Hours:

Prerequisites: EDF 302 Introduction to Students with Exceptionalities, EDSE 303 Foundations of Special Education, (EDSE 310, EDSE 311), EDSE 410 Behavior Management for Students with Disabilities, and EDSE 411 Assessment of Students with Disabilities, and EDSE 412 Teaching Strategies for Students with Disabilities (EDSE 422).

Course Rationale: The purposes of this course are consistent with the University’s mission, “by teaching we learn”, the Center’s mission, “facilitating the learning for a diverse world”, and the Teacher Education Preparation Department’s mission. The major thrust of the teacher education program at Central Washington University is to prepare committed individuals as facilitators of learning for a diverse world, consistent with WAC 180-78A-270 and with the objectives with the Department of Teacher Education Programs, this course, using the constructivist model of learning, will provide an opportunity to acquire knowledge derived from theoretical bases pertinent to the competencies listed below.

Course Description: EDSE 431, Program Management for Students with Disabilities (4 Credits). Understanding the continuum of issues related to the procedural and substantive safeguards and protocols of the IEP process and assist in developing skills in the construction of Individualized Education Programs (IEP), Individual Family Service Plans (IFSP), and related educational plans.

Course Materials: There is not a required text. However, there will be several OSPI publications and documents that students will be required to secure. The CWU Education Technology Center (ETC), the CWU Library and computer labs will be utilized for reserving and reviewing course related materials.

OSPI: Selected publications will be identified and list provided.
Envelope: large envelop, string tie (Thyfault will provide)
Materials: Large three ring Notebook(s), file folders, tabs, vis-à-vis marker (black), labels, black and dark blue ink pens, highlighters, magazine holders and various other supplies will be required for the development of audit ready (compliance) files.
Course Competencies and Specific Learner Outcomes

The aim of EDSE 431 is the developing of skills in writing Individualized Educational Programs (IEP) and Individual Family Service Plans (IFSP). Since the advent of Public Law 94-142 (P.L. 94-142), the IEP has become a critical document for implementation of educational programs for students with disabilities. Classroom management systems will be explored. To effectively implement an IEP, educators must be able to collaboratively create comprehensive schedules including, but not limited to, related service personnel, paraprofessionals, general education teachers, traditional and nontraditional educational environments. Educators must also understand program management, curriculum design, and life long learning aspects of individuals with disabilities. The purpose of this course is to assist in developing, implementing, and the monitoring of IEPs and the IEP process. Based on this aim, the specific learner outcomes include:

<table>
<thead>
<tr>
<th>WA-COMP.SE.S5.17</th>
<th>Use strategies that facilitate all transitions for individuals with disabilities.</th>
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<tbody>
<tr>
<td>WA-COMP.SE.S5.17.1</td>
<td>early intervention to preschool</td>
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<tr>
<td>WA-COMP.SE.S5.17.2</td>
<td>preschool to elementary</td>
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<tr>
<td>WA-COMP.SE.S5.17.3</td>
<td>elementary to middle level</td>
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<tr>
<td>WA-COMP.SE.S5.17.4</td>
<td>middle level to high school</td>
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<tr>
<td>WA-COMP.SE.S5.17.5</td>
<td>high school to beyond</td>
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<tr>
<td>WA-COMP.SE.S5.17.6</td>
<td>individualized alternative settings to school</td>
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<tr>
<td>WA-COMP.SE.K3.1</td>
<td>Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.</td>
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<tr>
<td>WA-COMP.SE.K3.2</td>
<td>Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with disabilities, family, and schooling.</td>
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<td>WA-COMP.SE.K3.3</td>
<td>Cultural perspectives influencing the relationships among families, schools, and communities as related to specially designed instruction.</td>
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<tr>
<td>WA-COMP.SE.K5.13</td>
<td>Model career, vocational, and transition programs for individuals with disabilities.</td>
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<td>WA-COMP.SE.K5.2</td>
<td>Scope and sequence of general and special curricula, and materials, including the EALRs</td>
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<td>WA-COMP.SE.K4.1</td>
<td>Basic terminology used in assessment of individuals with disabilities.</td>
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<td>WA-COMP.SE.K4.2</td>
<td>Legal provisions and ethical principles regarding assessment of individuals.</td>
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<td>WA-COMP.SE.K4.3</td>
<td>Childfind screening, pre-referral, referral, and eligibility procedures.</td>
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<td>WA-COMP.SE.K4.4</td>
<td>Use and limitations of instruments and procedures for assessing individuals with disabilities including young children.</td>
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<td>WA-COMP.SE.K4.5</td>
<td>Assessment accommodations, modifications, and alternatives and when to apply each.</td>
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<td>WA-COMP.SE.K4.6</td>
<td>Use of technology to conduct individualized assessment.</td>
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<td>WA-COMP.SE.K7.3</td>
<td>Social skills needed for education, community living, and other environments.</td>
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<td>WA-COMP.SE.K1.10</td>
<td>Definitions and issues related to the identification of individuals with disabilities.</td>
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<td>WA-COMP.SE.K1.11</td>
<td>The legal, judicial, and educational systems to assist individuals with disabilities.</td>
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<tr>
<td>WA-COMP.SE.K1.12</td>
<td>Laws and policies related to provision of specialized health care in educational settings.</td>
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Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.

Federal and state legislation that affects children, families, and programs for young children (IDEA Part B, C, 619, ADA, ESA)

Washington Administrative Code for Special Education

Understand the need for general education and special education staff to coordinate learning programs to meet students' needs.

Strategies related to accessibility and acceptance of individuals with disabilities.

Concerns of families of individuals with disabilities and strategies to help address these concerns.

Roles of families, school and community personnel, and individuals with disabilities, in identifying, assessing, and providing services to individuals with disabilities.

Apply family systems theory and knowledge of dynamics, roles, and relationships within families and communities.

Laws, policies/regulations, and ethical principles related to confidentiality.

Models and strategies of consultation and collaboration.

Family/community education programs that provide information and resources concerning individuals with disabilities.

Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.

Methods to remain current regarding state and federal policy, professional standards, and research-validated practice.

Technology for planning and managing the teaching and learning environment.

Center for Teaching and Learning Standards Evidenced in the Performance Indicators below include:

1. Candidates demonstrate subject matter in area of endorsement
1.3 Candidates demonstrate a thorough understanding of professional and pedagogical knowledge.

Professionalism

One measure of acceptable teaching is being professional. This means (among other things) honoring your commitments; turning in assignments on time, being prepared for class, being on time and ready to participate, and submitting neat, accurate, and well prepared materials. This also includes being coherent in your writing, being professionally articulate, source and cite specific and accurate in your verbal contributions in class. Professionalism also means involvement. Involvement in discussions, sharing ideas, listening to others, respecting others though difference of ideas there may be--while maintaining your integrity are indicators of acceptable professional behaviors. Typewritten assignments are required.
ADA

Students who have special needs or disabilities that may affect their ability to access information and or material presented in this course are encouraged to contact Dr. Thyfault so that appropriate modifications can be provided. You may also wish to contact the ADA Compliance Officer, Director, ADA Affairs and Students Assistance on campus at 963-2171 for additional disability related educational accommodations.

Attendance

Class attendance is imperative; please be on time, prepared, and professional. Roll is taken. This is a four hour class, therefore please be advised that absences will result in consequences in terms of grades and content acquisition. Also, there may be times when you will need to be absent from class. All emergency absences should be reported through the Office of the Dean of Students. It would be to your advantage, during your absence, to have a classmate collect class materials and or take notes.

Activities

All students must complete ALL of the following activities in order to successfully complete the course. (Appendix A-Point Record Sheet)

A. Individualized Educational Programs and Related Educational Plans

Students will professionally participate/collaborate and will successfully complete IEP(s) (elementary, middle school/secondary with transition plan), and an IFSP following the procedural safeguards maintaining “procedural and substantive” focus (pre-referral through completed process). Students will successfully complete IEP(s) for a student(s), maintaining full responsibility for completion of this competency and assignment with guided practice by the instructor. This will include developing curricular goals according to standard content area development sequences and determining the distribution of “learning” time into acquisition, practice, fluency, maintenance, and generalization activities. Specific guidelines and assignment specific requirements will be provided for each of the activities and will be used as an evaluation tool to assess student achievement of the required competencies. (see criteria guidelines)

B. Big Ideas & Readings

Main ideas will be identified and justified based on the assigned readings (see criteria guidelines)

C. Professionalism

Defined as being to class on time, attending all class sessions and completing assigned work correctly.
Competencies

1. Secondary IEP Process and Product (see attached criteria) 95 pts.
2. Elementary IEP Process and Product (see attached criteria) 75 pts.
3. IFSP Process and Product (see attached criteria) 75 pts.
4. Big Ideas (5 pts. x 8) (see attached criteria) 40 pts.
5. IEP Process 45 pts.
6. Professionalism 40 pts.

Grading

A equals 370-365
A- equals 364-359
B+ equals 358-353
B equals 352-347
B- equals 346-341
C+ equals 340-335
C equals 334-329
C- equals 328-323
D+ 322-317
D 316-311
D- 310-305
F below 305

A “C” grade indicates that a 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 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”. The “D” grade is 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. (CWU catalog)