

**Central Washington University
EDF 302 Course SAMPLE Syllabus**

Course Title:

Introduction to Students with Exceptionalities

Faculty Member Information:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Course Description:

EDF 302. Introduction to Students with Exceptionalities (4). Designed to introduce effective teaching strategies and strategies for adapting standard instruction to meet the needs of a range of students found in the typical classroom. This course 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 following:

- ✓ Central Washington University's mission, "Docendo Discimus" (by teaching we learn);
- ✓ College for Education and Professional Studies' mission, "to prepare enlightened leaders;"
- ✓ Center of Teaching and Learning theme, "facilitators of learning in a diverse world;" and
- ✓ Council for Exceptional Children's mission of "celebrating serving exceptional children."

Consistent with WAC 180-78A-270 and with the objectives of the Department of Education Program, this course will provide teacher candidates an opportunity to acquire and apply knowledge derived from theoretical bases pertinent to the Specific Learner Outcomes listed below.

Specific Learner Outcomes (SLO):

1. Describe the philosophical, historical, and legal foundations of special education. [WA-COMP.SE.K1.1; CWU.CTL.1.1, 1.3.1; CEC/CC: 1-K1-5]
2. List and describe formative special education litigation. [WA-COMP.SE.K1.1.3; CWU.CTL.1.1, 1.3.1, 1.3.2; CEC/CC: 1-K1-5]
3. List and describe formative special education legislation through IDEA 2004. [WA-COMP.SE.K1.1.3; CWU.CTL.1.1, 1.3.1, 1.3.2; CEC/CC: 1-K1-5]
4. Explain how litigation and legislation impacts public schools. [WA-COMP.SE.K1.5; CWU.CTL.1.1, 1.3.1,1.3.2; CEC/CC: 1-K3-5]

5. Identify the professional organizations that facilitate research and experience-based principles for best practices in special education. [WA-COMP.SE.K.9.4, 9.5; CWU.CTL.1.1, 1.3; CEC/CC: 8-S3, 6, 9]
6. Define **prereferral** and **referral** and explain the processes involved in each. [WA-COMP.SE.K1.2, 4.3; CWU.CTL.1.1, 1.2.3,1.5.1; CEC/CC: 3-K4]
7. Describe the assessment process for **determining eligibility** for special education services. [WA-COMP.SE.K1.10, 1.2, 1.4; CWU.CTL.1.1, 1.1.3., 1.2.3, 1.3.3, 1.5.1, 1.11.2; CEC/CC: 3-K1-4, K7-9]
8. List the **categories of eligibility** and explain the criteria for classification of each category. [WA-COMP.SE.K1.10, 1.2, 4.1; CWU.CTL.1.1, 1.3.3; CEC/CC: 2-K2, 5, 7]
9. Describe **characteristics of students** who are highly capable, students who have a diagnosed disability, and students who are culturally and linguistically diverse. [WA-COMP.SE.K1.3, 1.4, 3.4; CWU.CTL.1.1, 1.2.3, 1.3.3, 1.11.2; CEC/CC: 2-K2, 5, & S1]
10. List and describe the **range of service options** available for students with disabilities. [WA-COMP.SE.K5.1; CWU.CTL.1.1, 1.2.3; CEC/CC: 1-K5]
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. [WA-COMP.SE.K1.2; CWU.CTL.1.1, 1.3.2, 1.3.3, 1.5.1; CEC/CC: 1-K4-5; & CEC/CC: 7-K1-5]
12. Describe the requirement for **effective education** of students with disabilities **in general education**. [WA-COMP.SE.K2.4; CWU.CTL.1.1, 1.1.2, 1.2, 1.2.2, 1.2.4, 1.3, 1.3.4, 1.3.5, 1.5, 1.5.2; CEC/CC: 4-K1-2, 4-7, 8-K2]
13. Describe the state goals and essential academic learning requirements as they relate to inclusion of, and accommodations for, special populations. [WA-COMP.SE.K5.2; CWU.CTL.1.1.1, 11.1, 11.2]
14. Describe and demonstrate how to **modify instruction** for students with disabilities. [WA-COMP.SE.K2.3, 2.4, 3.4; CWU.CTL.1.1, 1.1.2, 1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.4, 1.3.5, 1.5, 1.5.2, 1.5.3; CEC/CC: 4-K4-5]
15. Demonstrate effective **written and verbal communication skills**. [WA-COMP.SE.S8.8; CWU.CTL.1.3, 1.5; CEC/CC 4-S15, 8-S5]
16. **Access current research** regarding best practices in special education. [WA-COMP.SE.S2.1, S9.7; CWU.CTL.1.1.3; CEC/CC: 5-K2-3, 8-S8]
17. Access **technology-based resources** supporting the education of students with disabilities. [WA-COMP.SE.K6.3; CWU.CTL.1.2, 1.2.5; CEC/CC: 5-K2-3]
18. Describe characteristics of typical, delayed, and disordered **communication** patterns of exceptional individuals [WA-COMP.SE.K1.10, 1.2; CWU.CTL.1.1, 1.2.3, 1.11.2]
19. Demonstrate effective **collaborative skills** [WA-COMP.SE.K6.6, 8.6; CWU.CTL.1.4, 1.4.1]
20. Demonstrate an understanding of disability [WA-COMP.SE.K1.10, 1.2, 1.4]

Course Topics:

Eligibility Requirements and Categories of Exceptionalities;
Historical Perspectives (including Litigation & Legislation);
Special Education Process (Pre-referral, referral, IEP requirements);
Instructional Delivery Options - Mainstreaming and Inclusion; and
Evidence-Based Instructional Strategies.

Methods of Instruction:

The course will consist of explicit instruction, lectures/ presentations, videos, class discussions, group work, and class activities. There will be group and individual assignments, both in and out of the class.

Student Participation in the CTL Teacher Endorsement Assessment System

The Center for Teaching and Learning stated policy for required student participation in the CTL assessment is, *“Admission to and continuation in Teacher Education requires that you purchase Livetext. You must present a ‘proof of purchase’ to the Certification Office, Black, 228.”*

EDF 302 Livetext Assessment:

As outlined in the syllabus below, students will post a required artifact on Livetext and share the access to evaluate the artifact with their course instructor, as indicated on the due date communicated in the syllabus or course calendar. The CTL endorses a policy that *“posting of final grades will be delayed until individual artifacts have been posted on Livetext accounts.”*

Assessments:**1. Professionalism/Weekly Activities:** (SLO 15 & 19).

One measure of acceptable teaching is being professional. This means (among other things) honoring commitments, being prepared for class, completing assignments on time, and being present when classes begin. Professionalism also suggests involvement that includes, but is not limited to, active participation in discussions, sharing ideas, and respecting others whose ideas differ from one's own.

Regular, collaborative activities among students comprise a portion of the course grade. There may be times when a student will be absent from class. However, students who are unavailable for in-class activities cannot earn credit related to these activities. **There will be an opportunity to earn 10% of the student's grade for class activities.**

(Note: Students who participate in every class activity will earn a 1% bonus toward the final grade.)

2. Examinations (Assessments): (SLO 1-14, & 18)

There will be three “assessments.” These will be administered during the weeks of . Assessments will be formative, covering materials from the preceding instructional interim. Assessments will cover the text, reading assignments, handouts, lectures, presenters, reports, videos, etc. Make-up assessments are not offered. **Each assessment comprises 10% Total = 30% of the student's grade. The final assessment is a take home* and may be completed by groups of students (see Attachment B for format).**

3. Popular-Media Activity: (SLO 20)

Each student has the opportunity to engage in a popular media experience. Media experiences consist of a) viewing a movie/video/play, or reading a book, in which a prominent character has a handicapping condition and b) a reflecting on the experience. In no more than one page - describe how the character is portrayed

and her/his experiences. Provide a personal reflection. Be prepared to share during the week of _____. **Popular-Media activity comprises 5% of the students' grades.**

4. Simulation: (SLO 20)

Each student will participate in a 1- to 2-hour simulation of a low-incidence handicapping condition (e.g., vision [1 hr.] or hearing impairment [1.5 hr.], physical disability [2 hr.]). A reflection on the experience will be due the week of _____ and students should be prepared to share their experience in class.

Simulation activity comprises 5% of the students' grades.

5. Expert Current Information: (SLO 1-14).

Students will find a citation in the text (chapters 4, 5, 9, [10 or 11]), look up the article, and report in class what was said in the article/book. For full credit, use the following format:

My
Chapter

- Page number on which the citation appears in the text – **1%**
 - Quote of what the text said that the article indicated. Give a brief description of the context (tell what point the text was making) –**1%**
 - APA citation of the referenced article – **1%**
 - A brief summary of the cited article including a) how well the article supported the material in the text and b) something else you learned from the article – **1%**
 - Evidence that the information was shared with other students in class. – **1%**; and
 - A copy of the first page of the article/chapter will be attached to assignment – **1%**
- Class-shared information (& write-up) comprises 6% of the students' grades and will be due the week of _____.**

6. Group Project (SLO 12, 13, 14, 15, 16, 17, 18)

The group project will consist of a) a "Evidence-based Strategies Resource Packet" and b) a "Class Presentation" of the collected information. Project topics will be directly related to the instruction/accommodation of students with diverse learning needs, specifically in an inclusive general education setting. Project topics will be assigned the week of _____ and will focus on the following:

- An instructional area (e.g., academics, social skills, study skills, independent-living skills);
- A grade range (e.g., preschool, primary, secondary); and
- Accommodations for students with "high incidence" conditions.

Note: The Evidence-Based Teaching Strategies Resource Packet is a Livetext artifact for EDF 302.

The "strategies resource packet" will consist of the following sections:

- a. **A collaboratively developed GENERAL INTRODUCTION to the topic (4* group written pts., 1 oral-presentation pt.);**

(This section (and oral presentation) will a) provide an **overview** of the project topic, b) a **rationale/importance** – why the topic is deserves consideration c) a

brief **history** of the topic, d) **definition** of terms, e) and an **outline** of the subtopics. (Note: **Three “annotated” references** must be included in the introduction.)

Note: For full credit, this section will be posted in each student’s Livetext electronic portfolio (1 of the 4 points) on the day of the class presentation.

b. An exploration of related SUB-AREA with “annotated bibliography” for each to be distributed at the outset of class presentation **(22 individual written/5 oral-presentation pts.);**

(Each group member will write and orally present - in no more than 8 minutes – information from her/his project sub-area addressing each of the following:

Setting/Population

- General-education population (e.g., middle school, primary)
- Instructional area (e.g., physical education, written expression)

Planning for Instruction

- Specific EALR(s) and GLE(s) –or other justification (e.g., independent living skill) - that will be addressed related to the instructional area
- A description of necessary prerequisite skills to accomplish the lesson(s)
- Measurable objective(s) to determine if lesson(s) is(are) successful
- Description of physical arrangements that will facilitate the lesson(s)

Delivery of Instruction

- Evidence-based procedure(s) for delivering the lesson (e.g., grouping arrangements, delivery format, materials, pacing, quantity)
- Example(s) of how the lesson relates to general education curriculum for the instructional area and grade range
- Specific accommodations that can be used for students with special needs

Related Behavioral Principles

- Evidence-based practice(s) to promote the lesson content
- Evidence based practice(s) for maintaining a positive learning environment

Annotated Bibliography

- Six peer-reviewed references will be presented orally, and will appear in the text and annotated bibliography. The annotated bibliography will be disseminated to class members immediately preceding the class presentation. The bibliography will follow APA format; annotations will summarize the gist of the material related to the sub-area.

***Annotated Bibliography**

This is the product that will be disseminated to class members immediately preceding the presentation for full credit. After each reference, briefly describe what the article contributed to your presentation. Note: **APA guide is available as an attachment from the instructor.**

U.S. Department of Education. (1998). *To assure the free appropriate public education of all children with disabilities (twentieth annual report to Congress on the implementation of the Individuals with Disabilities Education Act)*. Washington, DC: U.S. Government Printing Office.

This annual report contains statistics for students identified under rules and regulations of the Individuals with Disabilities Act (IDEA). The book is filled with charts and tables describing all

aspects of special education in the U.S. Included are numbers of students served by category and by state, exiting patterns, and personnel serving these students.

***Note: For full credit, the sub-area write-up AND the annotated bibliography will be posted in each student's electronic portfolio (2 of the 22 points) on the day of the class presentation.**

d. **A general conclusion that summarizes the presented written/oral material (2 group written pts.);**

e. **Collaboration evaluation of each member's contribution to the project (6 individual points).**

(See Attachment A for scoring criteria.)

f. **Class feedback on oral presentation (4 individual performance points).**

(See Attachment A for scoring criteria.)

The group project comprises **44%** of each student's grade. Presentations will take place during the last three weeks of the quarter. Topics for each group will be finalized in week 2.

*** If necessary, the final group presentation will take place on the date/time scheduled for the final examination.**

Notes:

- ✓ **American Psychological Association (APA)** format will be used in the written project. A deduction of .1 point will be charged per error. **APA pdf file is available on request.**
- ✓ The group project will consist of an **introduction, 8 minute oral subtopic presentation, and general conclusion** that details the project and will be presented weeks 8-11.
- ✓ Grammar, spelling, and APA format count on the project. A deduction of **.1 point** will be assessed for each error in the written portion. **APA pdf file is available on request.**
- ✓ **Paginate the document(s).** Non-paginated sections will lose one point.
- ✓ According to the *American Heritage Dictionary*, **plagiarize** comes from Latin (kidnapper) and means "To use and pass off as one's own (the ideas or writing of another)." Be sure to credit the writers whose ideas you use in your paper. If you use a direct quote, use quotation marks and cite the page(s) from which you copied the text. Short phrases (usu. about 3 words) do not need page number citations.
- ✓ The group project comprises 44% of the student's grade.. Presentations made using Powerpoint with included citations earns **one (1) extra presentation point** (45% vs 44%).

3. Quick Quizzes: (SLO 1-18)

Quick quizzes are designed to serve as random checks on students' preparation, knowledge, and skills related to intended student outcomes. Bonus "coupons" (worth $\pm 1\%$ (.01)) of the various assessment points will be available for mastery performance on quick quizzes.

Grading:

Grading for this course is based on the following criteria.

Assignment	Points	Points Earned
Assessments	30	___/10 ___/10___/10
Group Project (joint)	14	_____/14
Group Project (individual)	30	_____/30
Professionalism/Activities	10	_____/10
Current Information	06	_____/6
Simulation	05	_____/5
Popular Media	05	_____/5
Total Points Possible	100	_____

98	A	86	B-	74	D+
95	A-	83	C+	71	D
92	B+	80	C	68	D-
89	B	77	C-	65	F

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:

Quality standards for Assignments: Professional assignments consist of neat, accurate, and well-prepared materials. **Assignments need to be word-processed for full credit. With prior approval neatly handwritten assignments are acceptable for full points.**

Late Assignments: Part of professional behavior is submitting assignments on time. **Assignments that are not turned in at the outset of class for the session they are due will lose 10% of total points per day (but no more than 70%).**

"Incomplete" grades will be given only for documented medical reasons, extreme personal hardship, or family emergencies.

In-class activities may require the use of the course text. Please come prepared.

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

Bibliography:

Text:

Lewis, R. B., & Doorlag, D. H. (2006). *Teaching special students in general education classrooms* (7th ed.). Upper Saddle River, NJ: Merrill – Prentice Hall.

References

- Alberto, P. A., & Troutman, A. C. (2006). *Applied behavior analysis for teachers* (6th ed.). Columbus, OH: Merrill/Prentice Hall.
- Friend, M. (2008). *Special education: Contemporary perspectives for school professionals* (2nd ed.). Boston: Pearson/Allyn & Bacon.
- Good, T. L., & Brophy, J. E. (2000). *Looking in classrooms*. New York: Longman.
- Goodlad, J. I., & Lovitt, T. C. (Eds.). (1993). *Integrating general and special education*. New York: Maxwell Macmillan International.
- Heward, W. (2006). *Exceptional children: An introduction to special education* (8th ed.). Columbus, OH: Merrill.
- Lovitt, T. C. (1995). *Tactics for Teaching* (2nd ed.). Austin, TX: Pro-Ed.
- Salend, S. J. (2008). *Creating inclusive classrooms: Effective and reflective practices* (6th ed.). Columbus, OH: Pearson-Merrill/Prentice Hall.
- Smith, D. D. (2007). *Introduction to special education: Making a difference* (6th ed.). Boston, MA: Pearson/Allyn & Bacon.
- Turnbull, R., Turnbull, A., & Wehmeyer, M. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Columbus, Oh: Merrill/Prentice Hall.
- Wood, J. W. (2006). *Teaching students in inclusive settings: Adapting and accommodating instruction* (5th ed.). Columbus, OH: Pearson-Merrill/Prentice-Hall.

Periodicals

<i>Educational Leadership</i>	<i>Intervention in School and Clinic</i>
<i>Kappan</i>	<i>Phi Delta Kappa</i>
<i>Teaching Exceptional Children</i>	<i>The Journal of Special Education</i>

Tentative Order of chapters presented – 1, 2, 3, 9, 10, 11, 4, 5, 18, & 6

Attachment A Collaboration Rating Scale

Project Topic _____

Please evaluate each person in your cooperative learning group based on their contribution to this project.

Participants' Names	Rating						High
_____	Low						_____
_____	0	1	2	3	4	5	6
_____	0	1	2	3	4	5	6
_____	0	1	2	3	4	5	6
_____	0	1	2	3	4	5	6
_____	0	1	2	3	4	5	6

Evaluator's Name _____

This information will not be shared with group members.

Audience Feedback Form

Evaluate each presenter in the following areas. Use the back of this sheet for constructive comments.

Lesson Opening

___/1 How well does the presenter introduce her/his portion of the presentation?

Lesson Delivery (Body)

___/1 How well does the presenter maintain your attention and use her/his references to get across the main point of the presentation?

Lesson Closing

___/1 How well does the presenter close her/his presentation and transition to the next presenter?

Advance Lesson Planning is Evident

___/1 How well prepared does the presenter appear to be with her/his information?

Presenter's name _____

Your name _____

This information **will** be shared with group members. The instructor will complete an evaluation based on teaching clarity, pace, quality of information, reference to annotated bibliography, and transitions. The class average will be averaged with the instructor's evaluation.

Attachment B

EDF 302 Take-Home Final Exam

- 1) View the sixth grade or high school case from the *Inclusive Classrooms* CD.
- 2) Using the following format, describe **5** different effective-teaching strategies that appear in the video.

Describe the effective teaching strategy that you viewed on the CD.	Cite the CD clip number
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- 3) Based on the group projects that were presented in class (not your group's), cite a total of 6 things that you knew and/or learned using the following format:

<p>What I knew about the topic beforehand:</p> <p>Cite the a) group presenter, b) the author(s) credited with the information (from the annotated bibliography), and the c) date of the specific reference.</p> <p style="text-align: center;">AND/OR</p> <p>What I learned from the presentation:</p> <p>Cite the a) group presenter, b) the author(s) credited with the information (from the annotated bibliography), and the c) date of the specific reference</p>

Please word-process your take-home final exam. **Exams are due by the beginning of the final exam class meeting and or can be sent to _____.** Request a confirmation if you send an electronic final. (Note: If you do not receive a confirmation, do not assume that your attached final exam has been received.)