

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

Course Title: EDSE 431 Program Management for Students with Disabilities

Faculty Information:

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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 180-78 and 180-79 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:

WA-COMP.SE.S5.17	Use strategies that facilitate all transitions for individuals with disabilities.
WA-COMP.SE.S5.17.1	early intervention to preschool
WA-COMP.SE.S5.17.2	preschool to elementary
WA-COMP.SE.S5.17.3	elementary to middle level
WA-COMP.SE.S5.17.4	middle level to high school
WA-COMP.SE.S5.17.5	high school to beyond
WA-COMP.SE.S5.17.6	individualized alternative settings to school
WA-COMP.SE.K3.1	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
WA-COMP.SE.K3.2	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with disabilities, family, and schooling.
WA-COMP.SE.K3.3	Cultural perspectives influencing the relationships among families, schools, and communities as related to specially designed instruction.
WA-COMP.SE.K5.13	Model career, vocational, and transition programs for individuals with disabilities.
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WA-COMP.SE.K5.2	Scope and sequence of general and special curricula, and materials, including the EALRs
WA-COMP.SE.K4.1	Basic terminology used in assessment of individuals with disabilities.
WA-COMP.SE.K4.2	Legal provisions and ethical principles regarding assessment of individuals.
WA-COMP.SE.K4.3	Childfind screening, pre-referral, referral, and eligibility procedures.
WA-COMP.SE.K4.4	Use and limitations of instruments and procedures for assessing individuals with disabilities including young children.
WA-COMP.SE.K4.5	Assessment accommodations, modifications, and alternatives and when to apply each.
WA-COMP.SE.K4.6	Use of technology to conduct individualized assessment.
WA-COMP.SE.K7.3	Social skills needed for education, community living, and other environments.
WA-COMP.SE.K1.10	Definitions and issues related to the identification of individuals with disabilities.
WA-COMP.SE.K1.11	The legal, judicial, and educational systems to assist individuals with disabilities.
WA-COMP.SE.K1.12	Laws and policies related to provision of specialized health care in educational settings.
WA-COMP.SE.K1.13	Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities.
WA-COMP.SE.K1.15	Federal and state legislation that affects children, families, and programs for young children (IDEA Part B, C, 619, ADA, ESA)
WA-COMP.SE.K1.2	Washington Administrative Code for Special Education
WA-COMP.SE.K6.6	Understand the need for general education and special education staff to coordinate learning programs to meet students' needs.
WA-COMP.SE.K6.7	Strategies related to accessibility and acceptance of individuals with disabilities.
WA-COMP.SE.K8.2	Concerns of families of individuals with disabilities and strategies to help address these concerns.
WA-COMP.SE.K8.3	Roles of families, school and community personnel, and individuals with disabilities, in identifying, assessing, and providing services to individuals with disabilities.

WA-COMP.SE.K8.4	Apply family systems theory and knowledge of dynamics, roles, and relationships within families and communities.
WA-COMP.SE.K8.5	Laws, policies/regulations, and ethical principles related to confidentiality.
WA-COMP.SE.K8.6	Models and strategies of consultation and collaboration.
WA-COMP.SE.K8.7	Family/community education programs that provide information and resources concerning individuals with disabilities.
WA-COMP.SE.K8.9	Strategies for collaborating with families of and service providers to individuals who are chronically or terminally ill.
WA-COMP.SE.K9.6	Methods to remain current regarding state and federal policy, professional standards, and research-validated practice.
WA-COMP.SE.K5.11	Technology for planning and managing the teaching and learning environment.

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.

Submitting Late Assignments

Late assignments will result in a maximum of **50%** of total points possible per assignment. Note: Due dates indicate that assignments are to be submitted before class starts on the day the assignments are due. "Late" indicates not submitting the assignment before class starts on the day assigned. Late assignments will only be awarded the 50% consideration that are submitted the next calendar day before 5 p.m., not the next class session. After that assignments will not be accepted. Extension policy will be discussed.

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.

Professional Collaboration/Consultation

Students will have the opportunity to actively participate in a team meeting "simulating" IEP(s) and/or IFSP scenario. Students will design, develop, and prepare for implementation, scheduling daily activities for one week specific to teacher(s), paraprofessional(s), and student(s), and other support personnel. Components of which will include, but are not limited to: IEP team recommendations, time frames, academic groupings, and traditional/non-traditional instructional settings. Provisions for teacher training, conferences, testing and peripheral duties. This will be specified in class. Absences **DO NOT** extend assignment due dates.

B. PGAs/Spot Checks/Assignments/Quizzes

Quizzes/Spot Checks/Point Generating Activities (PGAs)/Assignments will be provided throughout the quarter covering all material associated with this course. In-class point generating "activities" cannot be “made up”, resulting in loss of points.

C. Final

The final will be comprehensive and the full time allotted will be utilized. The final will be given in accordance with the CWU schedule. Refer to Course Calendar.

D. Appendix A Must be completed on a weekly basis and a copy of the completed Appendix is a required part of the final examination.

Incompletes

Incompletes will be given to students who meet the eligibility criteria for incompletes as specified in the CWU catalog. Please refer to the catalog. It is the student's responsibility to communicate such a request to the instructor. The instructor will take the request under advisement and follow the CWU catalog written policy in making the decision.

Grading

A	equals	98%-100%
A-	equals	93%-97%
B+	equals	92%-89%
B	equals	88%-85%
B-	equals	84%-80%
C+	equals	79%-75%
C	equals	74%-70%
C-	equals	69%-64%
D+		63%-58%
D		57%-52%
D-		51%-46%
F		45%-0

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)

Submitting Class Assignments

(1) 10"x13" envelope (tie type), labeled-example provided in class. Note: Assignments must be submitted in the envelopes in the file box or professor's mailbox. Do not attempt to slide assignments under professor's door; they will not be processed.