



CENTRAL WASHINGTON UNIVERSITY

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**The Center for Teaching and Learning
Department of Teacher Education Programs, Special Education Program**

EDSE 501: Orientation, Foundations, & Issues - Winter 2006

By Arrangement

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CATALOG DESCRIPTION

EDSE 501. Orientation, Foundations, & Issues (2). Prerequisite, teaching experience or permission of instructor. Orientation of the graduate student to the Special Education Master's Degree Program. Current issues in the identification, assessment, instruction, and evaluation of students with disabilities will be explored through readings, discussions, and presentations.

PURPOSE

The major thrust of the Special Education Master's Degree Program of Central Washington University is to prepare committed individuals as facilitators of learning in a diverse world.

COMPETENCIES

Knowledge:

1. Describe the processes and procedures essential to the completion of the special education graduate degree at Central Washington University.
2. Identify current issues in special education.
3. Determine a system to facilitate resolution of issues in the field.

Skills:

1. Demonstrate a knowledge and understanding of the processes and procedure essential to the completion of a special education graduate degree at Central Washington University.
2. Demonstrate the ability to utilize the process of systematic and critical analysis to evaluate "the state of the art/best practices" in special education.
3. Demonstrate knowledge of problems confronting the education profession in relation to the education of students with disabilities.
4. Describe possible systems to be utilized for resolution of issues in the field.

TEXT/COURSE MATERIAL

Ysseldyke, J. E., Algozzine, B., & Thurlow, M. L. (2000). *Critical issues in special education* (3rd ed.). Boston: Houghton Mifflin.

Department of Education. (2002). *Graduate handbook for the Department of Education*. Ellensburg, WA: Central Washington University.

Current (1990-present) Professional Journals.

INSTRUCTIONAL METHODS

This course will consist of lectures and presentations, class discussions, class group work, and class activities. There will be group and individual assignments, both in and out of class.

COURSE ACTIVITIES

1. Identify all essential forms and procedures to be completed to obtain a graduate degree including:
 - 1.1 course of study
 - 1.2 graduate committee and option approval form
 - 1.3 time line for degree completion
 - 1.4 other, as specified by the instructor
2. Select an unresolved issue or problem, from an instructor supplied list and/or student generated list, and in writing (See Scoring Rubric):
 - 2.1 investigate the issue using research, professional contacts, court cases, etc.
 - 2.2 describe "common practice" or "findings"
 - 2.3 describe a position relative to the issue or problem
 - 2.4 define implications for local educational/social systems
 - 2.5 present issue and supporting information to class
3. Students will read two current journal articles in a topic of personal interest, complete written "connections and constructions" responses, and come prepared to discuss articles read on the dates indicated on the course calendar (See Scoring Rubric).
4. Select a specific issue and/or problem presented in the text in which the student could make a contribution toward resolution (e.g. problem solving plan, increase knowledge base through research within a school system, etc.)(See Scoring Rubric).

EVALUATION/GRADING PROFESSIONALISM

CWU Grading Statement:

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 a grade for those students who have made progress toward meeting the objective 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.

Grading Philosophy Statement:

The Special Education Program at Central Washington University believes that students who are pursuing a Master's degree should be actively involved in evaluating their progress toward competencies determined by the Special Education faculty, professionals in the field, and students. The evaluation process at a minimum, should include the following:

1. Journal Writing - That allow the student to reflect on acquired knowledge and skills.
2. Projects – That allow the student to share information pertaining to specific competencies and areas of interest. For example, students are encouraged to share with local school districts, campus clubs, and other organizations projects they have developed as part of their master’s program.
3. Oral Presentations – That allow the student to actively teach in a way he/she deems relevant and pertinent to the competencies tied to the course content.
4. Portfolios – That physically represent the competencies obtained and information received in master’s program.

Other forms of evaluation are encouraged. The evaluation process should allow the student and faculty member the ability to reach consensus on the competencies obtained by the student and provide evidence for further study. The evaluation process should be a collaborative venture, which allows the student the opportunity to justify a grade as part of the summative evaluation process. This process requires faculty and student communication, set up in advance, and requiring documented evidence from both parties supporting their grade position.

All activities (as appropriate) listed below must be completed/submitted in order to satisfactorily complete this course.

Graduate Search	4
Course of Study Form	3
Committee & Option Form	3
Statement of Timeline	10
Issue/Problem Paper	30
Issue Presentation	10
Connections & Constructions	20
Text Issue Resolution	10
Professionalism/Attendance	<u>10</u>
	100

Grading:

100 - 98	A
97 – 95	A-
94 – 92	B+
91 – 89	B
88 – 86	B-
85 – 83	C+
82 – 80	C

Professionalism:

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 will be taken at each class session. Any absences beyond the first class session may 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.

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.

- 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. Assignments Submitted via Email:** Students may submit assignments via email, given the following: (1) assignments must be submitted by the assignment due date (early submissions are also acceptable), (2) assignments must be submitted as an attached word document, (3) documents with format errors will be evaluated accordingly, and (4) documents that cannot be opened by the instructor, will be “returned” to the student; the due date listed on course calendar will still apply.
- 3. 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 day following the due date.
- 4. 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.
- 5. Incomplete Grades:** Will be considered 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 Director of Disability Support Services on the CWU campus at 963-2171 for additional disability related educational accommodations.

Classic References

- Goodlad, J. I., & Lovitt, T. (Eds.). (1993). *Integrating general and special education*. New York: Merrill.
- Marozas, D. S., & May, D. C. (Eds.). (1988). *Issues and practices in special education*. New York: Merrill.
- Meyen, E. D., Vergason, G. A., & Whelan, R. J. (Eds.). (1993). *Challenges facing special education*. Denver: Love.
- Meyer, L. H., Peck, C. A., & Brown, L. (Eds.). (1991). *Critical issues in the lives of people with severe disabilities*. Baltimore: Paul H. Brookes.
- Stainback, W., & Stainback, S. (Eds.). (1992). *Controversial issues confronting special education: Divergent perspectives*. Boston: Allyn & Bacon.
- Turnbull, H. R. (2000). *Free appropriate public education: The law and children with disabilities* (6th ed.). Denver: Love.

