

Central Washington University
The Center for Teaching and Learning
Department of Education: Special Education

EDSE 503: High Prevalence Categories of Exceptionality Course Syllabus Template

Course Title: EDSE 503: High Prevalence Categories of Eligibility

Instructor Information:

Instructor:
Office:
Contact:
Office Hours:

Course Description:

EDSE 503: High Prevalence Categories of Exceptionality (3). Prerequisite: EDSE 501 or permission of the instructor. Etiology, social issues and management strategies for students with mental retardation, learning disabilities, and behavioral disabilities will be explored through readings, discussions, and presentations.

Course Rationale:

The purposes of this course are consistent with Central Washington University's mission, "by teaching we learn," the Center's and Department's missions, "facilitating the learning for a diverse world," and the Council for Exceptional Children's mission of "celebrating serving exceptional children." The course, using the constructivist model of learning, is designed to acquaint participants with characteristics, identification criteria, and instructional practices that are associated with high-prevalence disabilities (i.e. specific learning disabilities, emotional behavioral disabilities and mental retardation). Consistent with WAC 180-78A-165 and with the objectives of the Department of Education Programs, this course will provide an opportunity to acquire knowledge derived from theoretical and validated empirical bases pertinent to the Specific Learner Outcomes listed below. This course supports the Masters of Education, Special Education program goals of (a) development of a comprehensive knowledge base, (b) enhancement of skills acquired in undergraduate education, (c) development of skills to pursue broad-areas of research, and (d) use of critical thinking and reflection to support professional growth.

Textbook and Materials:

EDSE 503: High prevalence categories of exceptionality: Course materials packet and readings. (Current Quarter) Ellensburg, WA: Central Washington University.

* Additional Readings & Independent Research as Indicated by the Instructor

Learner Outcomes

- * CTL1.1: Candidates demonstrate subject matter knowledge in areas of endorsement (as outlined below);
- * CTL 1.2: Candidates demonstrate a thorough understanding of pedagogical content knowledge; (as outlined below) and
- * CTL 1.3: candidates demonstrate a thorough understanding of professional and pedagogical knowledge and skills (as outlined below):

1. Outline important **historical events, classical studies, major contributors** to the field and/or **trends** in the areas of specific learning disabilities (SLD) , emotional and behavioral disabilities (EBD) or mental retardation (MR) [CEC: LD1K1, BD1K3; MR 1K4, MR1K5]
2. Identify the components of the **definition** (and related issues) as well as **identification** procedures (and related **assessment** issues) for individuals with disabilities in high prevalence areas of disability: SLD, EBD, and MR. [CEC: CC1K5, GC1K1, GC1K2; LD 1K5, LD8K2, BD1K1, BD8K2, MR1K4; WA State Special Education Common Core: K1.2, K1.4, K1.9, K1.10, K1.1, K4.1, S2.2]
3. Describe the past and current **prevalence** figures for the areas of SLD, EBD and MR and discuss related issues and implications for professional practice [CEC: GC1K7]
4. Identify possible etiologies for specific areas of high prevalence disability, including SLD, EBD and MR [CEC: GC2K3; LD2K1; BD2K1, BD2K4, MR2K1; WA State Special Education Common Core: K2.1]
5. Describe and compare/contrast **characteristics** and the individual learning needs associated with individuals with SLD, EBD and MR [CEC: K2.2, K2.3, K2.4, K2.5, LD2K3, BD2K3, MR2K3; WA State Special Education Common Core: K2.2, K2.3, K2.4, K2.5, K2.7, K.2.12, S.2.1]
6. Specify the a) **intellectual** and/or **academic** characteristics b) **adaptive behavior** characteristics, c) **social needs**, and d) **expected academic needs** of students with SLD, EBD and MMR and discuss **educational implications** of these characteristics/needs [CEC: CC2K2, CC3K2, LD2K3, LD3K3, LD3K1, LD3K2, BD2K3, MR2K3; WA State Special Education Common Core: K2.12, S2.1]
7. Discuss how the characteristics and needs of students with SLD, EBD and MMR interact with the demands of the **continuum of service options and impact placement** and **least restrictive environment** decisions (CEC: BD1K6, BD5K1; MR3S1; MR8K4; WA State Special Education Common Core: K5.1)
8. Specify differing ways of learning of individuals with disabilities in the areas of SLD, EBD and MMR and identify **strategies** for addressing these **differences** (CEC: CC3K3; GC5K2; CC5S3, LD4K2, BD4K2, MR4K1; WA State Special Education Common Core: K3.4]
9. Identify **professional roles and responsibilities** and discuss **related issues** related to the education of students with disabilities, especially in the high prevalence areas of SLD, EBD and MR (e.g topics such as., co-planning or teaching methods to strengthen content acquisition, collaborative/consultative role(s) of special educator in reintegration of individuals with EBD, etc.) [CEC: LD10K1, BD 10K3, WA State Special Education Common Core K1.6]
10. Identify and articulate an understanding of **empirically validated research-based instructional strategies and programs** that are successful for students with SLD, EBD and MR (CEC: CC9K4; BD7K1, MR7K1, WA State Special Education Common Core: K9.6; S2.1, S9.4, S9.8)
11. Articulate knowledge of **post-school outcomes**, general transition needs, and issues related to **successful adult outcomes** within the community for individuals with SLD, EBD or MR [WA State Special Education Common Core: K5.13]
12. Access and demonstrate knowledge of **professional organizations and publications** that provide support for individuals with disabilities, their families, and colleagues related to the areas of high prevalence eligibility.(CEC: GC9K.1, GC9RK2; CC9K4; LD9K2, BD9K1, MR9K1; WA State Special Education Common Core: K9.5)
13. Demonstrates methods of **remaining current regarding research-validated practices** [CEC: 9K4}
14. Use **verbal and nonverbal language**, and **written language effectively** [CEC: CC9S8]

Course Topics:

- Characteristics of persons with high-incidence disabilities (SLD, EBD, MR)
- Legal definitions and identification procedures/issues (SLD, EBD, MR)
- Etiology and prevalence of conditions (SLD, EBD, MR)
- Issues related to instructional, services, least restrictive environment, litigation, and legislation (SLD, EBD MR)
- Management and validated instructional strategies (SLD, EBD, MR)
- Related non-school, transition, and adult issues (e.g., justice system, personal freedoms, sexuality, etc.) (SLD, EBD, MR)

Methods of Instruction:

The course will consist of lectures, guest and student presentations, interactive class discussion, class group work, in and out of class activities, and independent research and assignments (including accessing and utilizing technology-based resources).

Performance Indicators (Assessments):

Note: Course specific rubrics for the abstracts, research paper and presentation and portfolio are attached at the end of this syllabus.

<u>Performance Indicator/Assessment</u>	<u>Related Standards</u>
1. Read all assigned course materials/or other readings and be prepared to discuss readings.	* Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4}
2. Prepare and submit reflective questions on each of the assigned course readings on topics of SLD, EBD and MR. Collate reading questions and responses for inclusion in course portfolio.	* Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4} * All standards in SLOs 1-11 related to specific generated questions/responses * CTL: 1.1, 1.2, 1.3
3. Access 2 current professional journal articles (peer-reviewed journals) for each of 3 areas of high incidence disability. Bring each article to class and be prepared to discuss article on indicated dates on the course calendar. Place professional articles in course portfolio.	* All standards in SLOs 1-11 related to specific abstract topics selected in each area of eligibility (SLD, EBD, MR) * Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4} * Use verbal and nonverbal language , and written language effectively [CEC: CC9S8] * Access and demonstrate knowledge of professional organizations and publications that provide support for individuals with disabilities, their families, and colleagues related to the areas of high prevalence eligibility.(CEC: GC9K.1, GC9RK2; CC9K4; LD9K2, BD9K1, MR9K1; WA State Special Education Common Core: K9.5) * CTL: 1.1, 1.2, 1.3
4. Prepare an abstract on each professional article accessed and summarized	* All standards in SLOs 1-11 related to specific abstract topics selected in each area

<p>and submit as indicated on the course calendar following course abstract submission guidelines. Place abstracts in course portfolio. A total of 6 abstracts are due. These will address areas of definition/identification; characteristics/needs; strategies; placement/services in the areas of SLD, EBD, or MR as indicated on the course calendar.</p>	<p>of eligibility (SLD, EBD, MR) * Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4} * Use verbal and nonverbal language, and written language effectively [CEC: CC9S8] * Access and demonstrate knowledge of professional organizations and publications that provide support for individuals with disabilities, their families, and colleagues related to the areas of high prevalence eligibility.(CEC: GC9K.1, GC9RK2; CC9K4; LD9K2, BD9K1, MR9K1; WA State Special Education Common Core: K9.5) * CTL: 1.1, 1.2, 1.3</p>
<p>5. Prepare an 8-10 page (not including preliminary title and abstract pages or references) research paper on one assigned area of high incidence eligibility. Papers must be written in the American Psychological Association (APA) 2001 format and include an introduction, a review of specifically related literature, discussion, and conclusions drawn from the research and literature review. Each paper should include a minimum of 10 references. Specific topics in each area will be approved with the instructors. A description and rubric for the research paper will be provided. Areas of eligibility include: Specific Learning Disability; Emotional Behavior Disability; Mental Retardation.</p>	<p>* Standards in SLO's 1-11 related to the specific area of eligibility selected for research paper (SLD, EBD or MR). * Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4} * Use verbal and nonverbal language, and written language effectively [CEC: CC9S8] * Access and demonstrate knowledge of professional organizations and publications that provide support for individuals with disabilities, their families, and colleagues related to the areas of high prevalence eligibility.(CEC: GC9K.1, GC9RK2; CC9K4; LD9K2, BD9K1, MR9K1; WA State Special Education Common Core: K9.5) * CTL: 1.1, 1.2, 1.3</p>
<p>Prepare an informative @ 20 minute research presentation to disseminate key areas & information accessed in your research paper and engage colleagues in an interactive, professional dialogue about the presented research.</p>	<p>* Standards in SLO's 1-11 related to the specific area of eligibility selected for research paper (SLD, EBD or MR). * Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4} * Use verbal and nonverbal language, and written language effectively [CEC: CC9S8] * Access and demonstrate knowledge of professional organizations and publications that provide support for individuals with disabilities, their families, and colleagues related to the areas of high prevalence eligibility.(CEC: GC9K.1, GC9RK2; CC9K4; LD9K2, BD9K1, MR9K1; WA State Special Education Common Core: K9.5) * CTL: 1.1, 1.2, 1.3</p>
<p>Prepare a High Incidence Area Portfolio.</p>	<p>* Standards in SLO's 1-11 related to the each</p>

<p>The portfolio must include an organized collection of documents which demonstrate accomplishment of each course competency including:</p> <ul style="list-style-type: none"> • A bulleted outline of each reading assignment • An edited/typed copy of class notes including all lectures, discussions, presentations, etc. • 6 professional submitted abstracts meeting course standards (2 on each area of high incidence eligibility) • Typed copies of 6 Reflective Questions and responses/reflections to the questions discussed in class (1 on each assigned reading) • Research paper on assigned/agreed on area of high incidence eligibility • Personal Research presentation outline, handouts, instructor/class feedback • Portfolio Reflection 	<p>area of eligibility selected for research paper (SLD, EBD & MR).</p> <p>* Demonstrates methods of remaining current regarding research-validated practices [CEC: 9K4}</p> <p>* Use verbal and nonverbal language, and written language effectively [CEC: CC9S8]</p> <p>* Access and demonstrate knowledge of professional organizations and publications that provide support for individuals with disabilities, their families, and colleagues related to the areas of high prevalence eligibility.(CEC: GC9K.1, GC9RK2; CC9K4; LD9K2, BD9K1, MR9K1; WA State Special Education Common Core: K9.5)</p> <p>* CTL: 1.1, 1.2, 1.3</p>
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Grading:

All listed activities are designed to address the competencies associated with EDSE 503. Credit for class activities, assignments, participation, etc. is a function of the importance that the instructor and students assign to each, as well as to the demands of the field.

Assignments/Competencies

Full points for each competency/assignment include demonstrating the competency as indicated on the course calendar as well as inclusion of each item in the course portfolio. Items included in the portfolio, but not demonstrated on the date as indicated on the course calendar, will receive less than full credit. A standard 10% for each day an assignment is late is applied.

High Incidence Portfolio.		170 Points
Abstracts (6)	5 points each	30 points total
Reflection Questions	2 points each	12 point total
Research Paper		60 points
Research Presentation		30 points
Presentation Reflection		15 points
Reading & Course Notes/Handouts		15 points
Portfolio Reflection		8 points

Professionalism

30 Points

200 Points Total

Grading Scale for EDSE Program

195-200	A (98%)	160-165	C (80%)
190-194	A- (95%)	154-159	C- (77%)
184-189	B+ (92%)	136-154	D+ (67%)
178-183	B (89%)	130-135	D (65%)
172-177	B- (86%)	124-129	D- (62%)
166-171	C+ (83%)	0-123	F

Class Policies:

The Special Education Program Faculty at Central Washington University believe 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 (and self-evaluation) process should, at a minimum, include the following:

1. Journal writing - which allows the student to reflect on information received and researched
2. Projects - that allow the student to share information with others pertaining to specific competencies and areas of interest. For example, students are encouraged to share with local school districts, campus clubs, and other organizations the projects they have developed as part of their master's program
3. Oral Presentations - that allow the student to actively teach in ways she/he deems relevant and pertinent the competencies tied to the course content.
4. Portfolio - that physically represents the competencies obtained and the information received in the master's program.

Other forms of evaluation are encouraged. The evaluation process should allow the student and faculty member the ability to conclude together 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. The process requires faculty and student communication, set up in advance, requiring documented evidence from both parties supporting their position.

Professionalism

One measure of acceptable teaching is being professional. This means, among other things, honoring your commitments, being prompt and professional in attendance, turning assignments in on time, and professional, coherent and thoughtful writing and assignments. Professionalism also means involvement in discussions, sharing ideas, and contributing above minimal requirements. Because of the interactive nature of the course students need to be prepared with all materials at the beginning of class. Outside of emergency circumstances discussed with the instructors, professionalism includes attendance for each full class session.

Absences

There may be times when you will need to be absent from class for emergency purposes. Document these instances and contact the instructor in a timely manner. Students are responsible to access any assignments or information covered during their absence. Because of the nature of the class unexcused absences will impact professionalism points. A total of 5 professionalism points will be deducted for any unexcused absences.

Accommodations

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 your instructor so that appropriate modifications can be provided. You may also wish to contact Disability Support Services on the CWU campus at 963-2171 for additional disability related educational accommodations.

Bibliography:

General References:

- Bigge, J., L., & Stump, C. S. (1999). *Curriculum, assessment and instruction for students with disabilities*. Belmont, CA: Wadsworth Publishing.
- Bos, C. S., & Vaughn, S. (2006). *Strategies for teaching students with learning and behavior problems* (6th ed.). Boston: Allyn & Bacon.
- Boyle, J. R., & Danforth, S. (2001). *Cases in special education* (2nd ed). Boston: McGraw-Hill.
- Council for Exceptional Children (2003). *What every special educator must know: Ethics, standards, and guidelines for special education* (5th ed.). Reston, VA: Author.
- Coyne, M. D., Kame'enui, E. J., & Carnine, D. W. (2007). *Effective teaching strategies that accommodate diverse learners* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Hardman, M. L., Drew, C. J., & Egan, M. W. (2002). *Human exceptionality: Society, school and family* (7th ed.). Boston: Allyn and Bacon.
- Heward, W. (2006). *Exceptional children: An introduction to special education*. (8th ed.). Columbus OH: Merrill.
- Hunt, N., & Marshall, K. (2006). *Exceptional children and youth* (4th ed.). New York: Houghton Mifflin.
- Miller, S. P. (2002). *Validated practices for teaching students with diverse needs and abilities*. Boston, MA: Allyn and Bacon.
- Raymond, E. B. (2004). *Learners with mild disabilities: A characteristics approach* (2nd ed.). Boston: Allyn and Bacon.
- Smith, D. D. (2007). *Introduction to special education: Making a difference*.

(7th ed.). Boston: Allyn and Bacon.

Stitcher, J. P. Conroy, M. A. & Kauffman, J. M. (2008). *Introduction to high incidence disabilities*. Upper Saddle River, NJ: Prentice Hall.

Swanson, H. L. (2001). Research on interventions for adolescents with learning disabilities: A meta-analysis of outcomes related to higher-order processing. *The Elementary School Journal*, 101(3), 331-348.

Thurlow, M. (2002). Positive educational results for all students. *Remedial and Special Education*, 23(4), 195-202.

Thurlow, M. (2002). Standards-based reform and students with disabilities: Reflection on a decade of change. *Focus on Exceptional Children*, 33(3), 1-16.

Zigmond, N. (2001). Special education at a crossroads. *Preventing School Failure*, 45(2), 70-74.

Classic References:

Cruikshank, W. M. (1958). *Education of exceptional children and youth*. Englewood Cliffs, NJ: Prentice-Hall.

Gaylord-Ross, R. (Ed.). (1990). *Issues and research in special education v. 1*. New York: Teacher's College Press.

Gaylord-Ross, R. (Ed.). (1990). *Issues and research in special education v. 2*. New York: Teacher's College Press.

Goodlad, J. I., & Lovitt, T. C. (Eds.). (1993). *Integrating general and special education*. New York: Macmillan Publishing Company.

Lovitt, T. C. (1995). *Tactics for teaching* (2nd ed.). Austin, TX: Pro-Ed.

Stainback, W., & Stainback, S. (1996). *Controversial issues confronting special education: Divergent perspectives*. Boston: Allyn and Bacon.

Specific Learning Disabilities

Bauer, A. M., Keefe, C. H., & Shea, T. M. (2002). *Students with learning or emotional/behavioral disorders*. New York: Merrill.

Bender, W. N. (2004). *Learning disabilities: Characteristics, identification and teaching strategies* (5th ed.). Boston: Allyn and Bacon.

Bender, W. N. (Ed.). (1999). *Professional issues in learning disabilities: Practical strategies and relevant research findings*. Austin: Pro-Ed.

Haager, D., Klingner, J., & Vaughn, S. (2007). *Evidence-based reading practices for response to intervention*. Paul H. Brookes Publishing.

- Hallahan, D.P., Kauffman, J. M., & Lloyd, J. W. (1999). *Introduction to learning disabilities* (2nd ed.). Boston: Allyn and Bacon.
- Lerner, J. & Kline, F. (2006). *Learning disabilities and related disorders: Characteristics and teaching strategies* (10th ed.) Boston: Houghton Mifflin.
- McNamara, B. E. (2007). *Learning disabilities: Bridging the gap between research and classroom practice*. Upper Saddle River, NJ: Prentice Hall.
- Mercer, C. D., & Pullen, P. P. (2007). *Students with learning disabilities* (7th ed.). Upper Saddle River, NJ: Prentice Hall.
- Smith, C. R. (2004). *Learning disabilities: The interaction of students and their environments* (5th ed.). Boston: Allyn & Bacon.

Mental Retardation

- Blatt, B. (1981). *In and out of mental retardation: Essays on educability, disability, and human policy*. Baltimore: University Park Press.
- Beirne-Smith, M., Patton, J. R., & Kim, S.H. (2006). *Mental retardation: An introduction to intellectual disability* (7th ed.). Upper Saddle River, NJ: Merrill Prentice-Hall.
- Castles, E. E. (1996). *We're people first: The social and emotional lives of individuals With mental retardation*. Westport, CN: Praeger Publishers.
- Crane, L. (2002). *Mental retardation: A community integration approach*. Belmont, CA: Wadsworth.
- Dever, R. B., & Knapczyk, D. R. (1997). *Teaching persons with mental retardation*. Boston: McGraw-Hill.
- Drew, D.J., & Hardman, M. L. (2007). *Intellectual disabilities across the lifespan*(9th ed.). Upper Saddle River, NJ: Pearson.
- Dykens, E. M., Hodapp, R. M., & Finucane, B. M. (2000). *Genetics and mental Retardation syndromes*. Baltimore: Paul H. Brookes.
- Glidden, L. (Ed.). (1999). *International review of research in mental retardation, vol. 22*. New York: Academic Press.
- McLaughlin, P.J. & Wehman, P. (1996). *Mental retardation and developmental disabilities*. Westport, CN: Praeger Publishers.
- Tymchuk, A. J., Lakin, K.C., & Luckasson, R. (2001). *The forgotten generation: The status and challenges of adults with mild cognitive limitations*. Baltimore: Paul H. Brookes.
- Wehmeyer, M. L. (1992). Self-determination and the education of students with mental retardation. *Education and Training in Mental Retardation, 27*, 302-314.

Wehmeyer, M. L. & Agran, M. (Eds.) (2006). *Teaching students with intellectual disabilities: Empirically-based strategies*. Upper Saddle River, NJ: Prentice Hall.

Wehmeyer, M. L., Sands, D. J., Knowlton, E., & Kozleski, E.B. (2002). *Teaching students with mental retardation: Providing access to the general curriculum*. Baltimore, Paul H. Brookes.

Wehmeyer, M. L & Schwartz, M.A. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation and learning disabilities. *Exceptional Children*, 63, 245-255.

Emotional Behavior Disorders

Coleman, M. C., & Webber, J. (2002). *Emotional and behavioral disorders: Theory and practice* (4th ed.). Boston: Allyn & Bacon.

Cullinan, D. (2007). *Students with emotional and behavioral disorders: An introduction for teachers and other helping professions* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Jensen, M. M. (2005). *Introduction to emotional and behavioral disorders: Recognizing and managing problems in the classroom*. Upper Saddle River, NJ: Pearson.

Kauffman, J. M. (2005). *Cases in emotional and behavioral disorders in children and youth*. Upper Saddle River, NJ: Pearson Education.

Kauffman, J. M. (2005). *Characteristics of emotional and behavioral disorders of children and youth* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Kerr, M. M. & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classrooms* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Lane, K. L., Gresham, F. M., & O'Shaughnessy, T. E. (2002). *Interventions for children with or at-risk for emotional or behavioral disorders*. Boston: Allyn & Bacon.

Rosenberg, M. S., Wilson, R., Maheady, L., & Sindelar, P. T. (2004). *Educating student with behavior disorders* (3rd ed.). Boston: Allyn & Bacon.

On-Line Resources

Office of the Superintendent of Public Instruction Washington (OSPI)
<http://www.k12.wa.us>

OSPI Special Education
<http://inform.ospi.wednet.edu/sped/speced.html>

American Association on Mental Retardation www.aamr.org

Council for Children with Behavioral Disorders (CCBD) www.ccbd.net

Council for Exceptional Children <http://www.cec.sped.org/>

Council for Learning Disabilities <http://www.cldinternational.org>

Curry School of Education at the University of Virginia. Office of Special Education.
<http://www.curry.edschool.virginia.edu/go/cise/ose/>

Division for Learning Disabilities – Council for Exceptional Children
<http://www.dldcec.org>
 Division on Mental Retardation and Developmental Disabilities – CEC
www.mrddcec.org
 International Dyslexia Association www.interdys.org
 LDOnline. <http://www.ldonline.org>
 Learning Disability Association of America www.ldanatl.org
 National Center to Improve the Tools of Educators. <http://www.idea.uoregon.edu/~ncite/>
 Recordings for the Blind and Dyslexic. <http://www.rfb.org>
 Schwab Learning Foundation www.schwablearning.org
 The ARC www.thearc.org
 University of Kansas Center for Research on Learning
<http://www.ku-crl.org>
 Washington Sensory Disabilities Services. <http://www.wsdonline.org>
 Washington Talking Book and Braille Library.
<http://www.spl.lib.wa.us/wtbbl/wtbbl.html>
 Do-It Program. <http://www.washington.edu/doi>

Periodicals

Student-selected articles can be found by a search of the internet **data** bases and, among other journals, the following. Please note that a variety of sources should be used to amass research, including both print and internet.

Academic Therapy	Exceptional Children
American Education Research Journal	Journal of Learning Disabilities
American Journal of Mental Deficiency	Teaching Exceptional Children
Behavior Therapy	Reading Research Quarterly
Child Development	Learning Disabilities Quarterly
The Clearing House	Journal of Reading
Educational Leadership	Research in Childhood
The Elementary School Journal	Mental Retardation
Gifted Child Quarterly	Remedial and Special Education
Journal of Applied Behavior Analysis	Journal of Educational Research

**EDSE 503: High Incidence Areas of Eligibility
Research Paper**
(60 Points)

Description: The EDSE 503 Research Paper is an in-depth analysis of information, strategies and issues in an assigned area of eligibility and agreed on topic. The will be a minimum of 8-10 pages (noninclusive of title and abstract pages and references) and use APA 5th edition (2001) research format. A minimum of 8-10 current (1995+) recent peer reviewed resources must be utilized to support the paper. Each paper should include an introduction, a review of specifically related literature, discussion, and conclusions drawn from the research and literature review. Additional sources to the stated minimum requirements can be used.

Research Paper Criteria:

- **Abstract** _____/5
 - 100-150 words
 - Description of topic/thesis, principal findings, conclusion

- **Introduction** _____/5
 - Clear statement of topic & thesis _____/4
 - Rationale/Importance of topic _____/3
 - Overview of paper contents _____/1
 - Literature review procedures _____/2

- **Review of the Literature** _____/30
 - Comprehensive research support
 - Clearly identified & supported subtopics
 - Organized, cohesive, accurate information
 - Use of headings/subheadings for organization
 - Use of 8-10 current sources to support information
 - _____ 6 primary sources of information (consistent & substantial use/reference throughout paper)

- **Discussion & Conclusion** _____/10
 - Summary & Discussion _____/5
(Summary & Interpretation of findings:
What does the research indicate? What do we know?
Not know? What are the key findings?
Are there limitations in your literature review?)
 - Conclusion _____/5
(What are current/future implications for the
area researched? Are there implications for
practice? future research? etc.)

- **References** _____/5
 - List of all references cited in paper

- Accurate use of APA format
- All references in list cited in paper

- **Format**

____/5

- APA 5th edition (2001) format
- 12 point standard font, 1" margins
- Typewritten, double spaced
- Title Page in APA format
- Professional writing: Accurate use of spelling, syntax, mechanics & grammar
- Research style genre/Technical writing

Note: Papers which have substantial errors in professional writing will not be graded. They will be returned by the instructors for editing/resubmission. Thus, if they are submitted after the due date indicated in the course calendar, appropriate late standards will apply.

**EDSE 503 Research Presentation Feedback
(30 points)**

Student: _____ **Date:** _____

Categorical Area: _____

Topic: _____

Requirements:

_____ **Presentation Lasts @ 18-22 minutes**

_____ **Clear Introduction to the Topic** (4 Points)

- Clear Statement of Topic or Thesis
- Rationale or Importance
- Overview
- Literature Review Procedures

_____ **Information and Literature Review** (18 Points)

- Clear, Organized Information Presented (e.g., follows outline)
- Evident Relationship to Thesis
- Citations Used Consistently to Support Information Shared (Research Citations)
- Data-Based Peer Reviewed Information/Literature Utilized
- 6 or More Sources Used Throughout the Literature Review Information (50% or half are research based, e.g., empirical data)
- Information Includes Key Facts, Strategies, & Issues

_____ **Conclusion & Recommendations** (4 Points)

- Summary of Research/Information (Conclusions & Recommendations From Others)
- Personal Conclusions & Recommendations (Justified From Research or Information Gathered)
- Other

_____ **Effective Instructional Strategies** (4 Points)

- Powerpoint/Visual Presentation (Inclusive of Research Citations and Key Information)
- Active Audience Participation
- Organized & Prepared on Time for Presentation
- Handout Provided: 1 Page Advance Organizer & APA References
- Follows Timelines for Presentation (18-22 minutes)

Comments:

Points Earned _____/30 Points

EDSE 503: High Incidence Areas of Eligibility
Course Competency Portfolio (170 Points)

Description and Rubric

Description: The EDSE 503 Course Portfolio is an organized collection of documents, assignments, and personal reflection demonstrating competence on the identified course learning outcomes. The completed EDSE 503 Course Portfolio will be submitted to the course instructors on the date indicated on the course syllabus. Several assignments collected and organized in the course portfolio have specific dates for submission during the course. These assignments must be submitted on the date indicated on the calendar and later placed into the course portfolio after feedback is received.

Components/Contents:

The following documents, assignments and reflections should be organized and included in the EDSE 503 portfolio.

- **Professional Organization:** It is assumed that the portfolio will be professionally organized and presented in order to show competence and receive full credit for this assignment. This includes:
 - Title and section pages
 - Tabbed contents, I
 - APA format/references
 - Table of contents
 - Typewritten format
 - Professional writing (syntax, spelling & grammar)
- **Abstracts: (6 Total)**
 2 abstracts in each eligibility area (LD, MR, BD) are required addressing topics indicated on the course calendar due date. These will be compiled in the portfolio after they are discussed in class and submitted in written format. A format for the abstract requirements will be provided. A total of 30 points is designated to this competency.

○	LD Abstract 1: _____	_____ 5
○	LD Abstract 2: _____	_____ 5
○	MR Abstract 1: _____	_____ 5
○	MR Abstract 2: _____	_____ 5
○	BD Abstract 1: _____	_____ 5
○	BD Abstract 2: _____	_____ 5

TOTAL _____/30

- **Reflection Questions (6 Total)**
 Prior to the date discussed in class the student will access and read the identified course reading in prepare a typewritten reflection question concerning some aspect of the information and/or issues presented in the reading. These should be prepared and available at the beginning of class. They will be housed in the course portfolio with summative response to each question presented in class.

○	LD Reading 1: _____	_____ /2
○	LD Reading 2: _____	_____ /2
○	MR Reading 1: _____	_____ /2
○	MR Reading 2: _____	_____ /2
○	BD Reading 1: _____	_____ /2
○	BD Reading 2: _____	_____ /2

TOTAL _____/12

- **Research Paper** _____/60

A final copy of the research paper will be included in the final portfolio. The research paper will be evaluated based upon the content and format provided in the Research Paper rubric.

- **Research Presentation** _____/30

A copy of the research presentation outline, materials, and handout will be placed in the collection portfolio. The Research Presentation will be evaluated based upon content and format provided in the Research Presentation rubric.

- **Presentation Reflection** _____/15

A personal reflection on the content and effectiveness of the Research Presentation will be placed in the collection portfolio. The presentation Reflection will address areas indicated on the rubric for the research presentation reflection.

- **Reading & Course Notes/Handouts** _____/15

An annotated summary/outline of each of the required readings should be included in the collection portfolio. These should be typewritten and include adequate detail to provide a useful future reference.

Course notes should be typewritten, organized, and included in the portfolio, as well as any handouts/materials provided during the quarter.

- **Portfolio Reflection** _____/8

As a final section of the portfolio, the student shall include a typewritten reflection that addresses the following:

a) What knowledge, skills, and dispositions are exhibited in the portfolio to demonstrate strengths in working with individuals from high incidence eligibility areas? Justify and support your discussion.

b) What areas of future growth, experience, and strength do I want to address in the future to increase my understanding and skill in working with individuals from high incidence eligibility areas? Justify and support your discussion.

TOTAL: _____170

EDSE 503 Article Summary Information

1. Refer to the Course Reading Packet for a description of the general requirements.
2. Remember to check the course calendar for dates when these are due.
3. Criteria for Each 5 Point Article Summary Includes the Following:

FORMAT:

- Typewritten Format. Please Double-space.
- APA Format (2001) for Reference Entry & Title Page** (1 Points)
- Professional Writing: Spelling, Syntax, Grammar (Always Assumed)
- Identifying Information (Your Name, Course, Abstract #)

CONTENT

- Summary** (2 points)
 - This is a summary of the journal article
 - You should include a summary of key points, methodology, ideas, research outcomes and conclusions presented
 - Include in your summary relevant illustrating details, points or examples
- Reflection** (2 point)
 - This is a personal reflection that ties the journal summary with the topic
 - It can additionally include your supported reactions and conclusions from the article as they relate to the specific required topic

