EDSE 510-700
*Foundations of Special Education* (3 hours)
Fall, 2015
Lowry Cohort

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**Course Description**
This course is designed to provide the historical and legal foundations of special education and the educational implications for the teacher and exceptional child.

**Relationship of this Course to the Program Knowledge Base**
The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:

- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

This course is designed to introduce the beginning graduate student to the field of special education. The course material is intended to provide students with an overview of the historical and legal practices, professional and the ethical issues that are needed to provide all students with exceptionalities with an effective education, advocacy and supports.
Professional Standards Met

Colorado Department of Education (CDE) Standards for the Special Education Generalist:
9.06 (4)(c)(i); (d); 9.06 (5)(d),(h); 9.06(6), (a)(i),(c), (d)(i-v), (e)(i); 9.06(8)(a), (c)(i-vi), (d),(e).
CEC Standards (Common Core Curriculum): CC1(K1-K10); CC1S1; CC2(K1-K7); CC3(K1-K5); CC9(K1-K4);CC9(S1-S12).
CEC Standards (Individualized General Curriculum): GC1 (K3-K5); GC1K8; GC2K3; GC4K4; GC5K1; GC6K3; GC9K1; GC9K

COURSE GOALS AND OBJECTIVES:

1. Pre-service educators will gain knowledge and practical application of the law, policies, models, theories, and philosophies that form the basis for special education practice.
   a. Demonstrate their understanding of the historical, philosophical beliefs, and the barriers to accessibility and acceptance of individuals with exceptionalities
   b. Articulate laws (federal, state and local), judicial system, policies, and ethical principles that form the basis of special education practice.
   c. Demonstrate their understanding of the relationship of special education to the organization and function of other educational agencies, including non-traditional and non-public schools
   d. Describe the continuum of placement and services available for individuals with exceptionalities, including the principles and concept of the least restrictive environment
   e. Demonstrate their understanding of the roles of families in the educational system.
   [CDE: 9.06(8)(c)(i-vi)]
   [CEC: CC1(K1-K8)]
   [CEC: GC1(K3-K5), K8; GC5K1]

2. Pre-service educators will understand typical and atypical development and characteristics of learners with exceptionalities.
   a. Demonstrate their understanding of typical and atypical growth and development, including language, prevention and intervention strategies for individuals at risk, and issues in definition and identification of individuals with exceptionalities.
   b. Describe the etiologies and medical aspects of conditions affecting individuals with exceptionalities, including the effects of various medications.
   c. Describe the similarities and differences of individuals with and without exceptionalities and the educational implications to optimize and individualize instruction and to assist in planning for students’ transition to post-school and work life.
   d. Demonstrate an understanding of the unique strengths and needs of students with exceptionalities, as related to the learning process and life experience.
   e. Demonstrate their understanding of family systems and the role of families in supporting development.
   [CDE: 9.06(4)(c)(i); 9.06(6)(a)(i)]
   [CEC: CC1K5; CC2(K1-K2), (K5-K7)]
   [CEC: GC4K4;GC2K3]
3. Pre-service educators will understand individual learning differences that consider variations in beliefs, traditions, and values across and within cultures and their effects on the family and school.
   a. Demonstrate their understanding of the effects an exceptional condition can have on an individual’s life.
   b. Describe the characteristics and effects of the cultural and environmental milieu of the individual and with exceptionalities and their family.
   c. Demonstrate their understanding of the variations in beliefs, traditions, and values across and within cultures influencing the relationships among families, schools, and communities as related to instruction.

   [CEC: CC2K3; CC3(K1-K5)]

4. Pre-service educators will be prepared to uphold professional and ethical practices that include fostering sensitivity to culture, language, religion, gender, disability, socio-economic status, and sexual orientation for learners with exceptionalities and their family members.
   a. Demonstrate their understanding of the importance of ethics, lifelong professional development and upholding high standards of competence.
   b. Fostering sensitivity to the difference in values, languages and customs between the home and school.
   c. Bridging research to practice, including acquiring access to unique services, networks, organizations and publications for individuals with exceptionalities.
   d. Demonstrate the ability to reflect on one’s own practice as a special educator.
   e. Demonstrate an understanding of effective collaborative practices with parents, guardians and other educational stakeholders, including democratic ideals, involvement, providing resources, and assisting and encouraging families’ efforts to support individuals with exceptionalities.
   g. Demonstrate an understanding of communicating effectively to a variety of special education stakeholders about the applicable history, foundations of special education federal, state and local policy, and the legal requirements that provide the basis for special education practice, including procedural safeguards, due process rights, rights and responsibilities of all educational team members.

   [CDE: 9.06 (4)(d);9.06(5)(h); 9.06(6)(d)(ii-vi);(e),(i);9.06(8)(a),(d),(e)]
   [CEC: CC1K10; CC9(K1-K4); CC9(S1-S12)]
   [CEC: GC9 (K1-K2)]

**CONTENT OF THE COURSE:**

1. Foundations of special education.
   a. Historical and philosophical beliefs
   b. The laws (federal, state and local), judicial system, policies, and ethical principles
   c. Educational agencies
   d. The continuum of placement and services
   e. The roles of families
2. Typical and atypical development and characteristics of learners with exceptionalities.
   a. Typical and atypical growth and development
   b. Etiologies and medical aspects.
   c. Similarities and differences of individuals with and without exceptionalities
   d. Unique strengths and needs of students with exceptionalities e. The family system

3. Individual learning differences
   a. Living with an exceptional condition.
   b. Characteristics and effects of the cultural and environmental milieu
   c. Variations in beliefs, traditions, and values across and within cultures

4. Professional and ethical practices
   a. Ethics, lifelong professional development and upholding high standards of competence.
   b. Cultural Considerations
   c. Life-long professional development
   d. Collaborative Strategies
   e. Communication Strategies

REQUIRED TEXTS:


RECOMMENDED TEXTS:

COURSE REQUIREMENTS: (guidelines will be provided for each of these assignments at the assignments link on Blackboard; www.blackboard.unco.edu and/or will be handed out in class). Due dates will be posted on the course schedule.

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<tr>
<th>Assignment Summary</th>
<th>Possible Points</th>
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<tr>
<td>Preparation and Reflection Worksheets (10 points each)</td>
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<td>Worksheets will be completed for each text chapter/articles. The first portion of</td>
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<td>the worksheet (reflection of the required reading/s) will be completed prior to</td>
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<td>coming to class. The second portion of the worksheet will be completed during</td>
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<td>your base group discussion and at the completion of class. P &amp; R worksheets</td>
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<td>are due at the end of class. These worksheets will be handwritten and must</td>
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<td>be turned in via hard copy at the end of each class.</td>
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# In-class Application Assignments (15 points each)
Assignment will be designed for the purpose of encouraging students to apply class knowledge and information.

*These assignments will be handwritten and must be turned in at the designated class period. No late assignments will be accepted and assignments can not be made up.*

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<th>Educational Philosophy/Literature Review</th>
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| Develop a review of literature that provides your educational philosophy as it relates to the foundation of effective special education practices (i.e. laws, cultural understanding, and ethical practices.)<br>
*This assignment is a requirement for your electronic portfolio<br>
*This assignment must be submitted electronically as well as turned in hardcopy.* |

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<th>Interview &amp; Reflective Paper</th>
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| Create and implement an interview protocol for a caregiver of a child/youth with a disability or a student with a disability. The interview will address the interviewee’s knowledge of the legal, cultural, ethical and learning differences issues that exist in special education. 1) Conduct the interviews with an audio recording; 2) transcribe the interview results; and 3) write a 5-page reflective paper of what the interviewee knows and needs to know about the legal, cultural, ethical and learning differences in special education practice.<br>
*This assignment must be typed and turned in electronically.* |

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<th>Article Reviews (40 points each)</th>
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| Locate and read two (2) research articles from reputable journals that describe a study involving students with disabilities. At least one study must compare students with disabilities to students without disabilities. The second study can involve only students with disabilities. Write a 3-5 page reflection for each article. Be sure that you identify studies rather than simply position papers or other types of articles. Check the information in the assignment folder on Blackboard for guidance on identifying appropriate studies. Your reflection should: 1) summarize the study; 2) relate the article findings to your interview assignment, class readings and/or class content; 3) provide your own discussion of the educational implications and a detailed reaction; 4) include a future directions section for what you think should be done with information from this study or perhaps suggested future studies. Be sure to provide specific examples from the articles throughout your reflections and to follow all APA 6th edition guidelines.<br>
*This assignment must be typed and turned in electronically.* |

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<th>Legal Analysis – Colorado State Complaint Decisions &amp; Due Process Decisions (30 points each)</th>
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| Select 2 (two) decisions from the list provided. Choose 2 cases that reflect different violations. For each analysis: 1) summarize the FAPE violation/s at the center of the complaint; 2) use evidence/cites from the Yell text that clarify and/or substantiate the FAPE violations; 3) identify the evidence/considerations of the case that were used in the ruling; 4) discuss how case law (decisions handed down in state or federal cases) was used to support the decisions rendered in the complaint or due process decision; 5) reflect on actions taken by school district staff that contributed to the reasons for the complaint and/or might have prevented the complaint being filed.<br>
*This assignment must be typed and turned in hard copy.* |

| TOTAL (may change based on in-class assignments) | 510 |
Grading Criteria

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<th>Percentage</th>
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Late Assignments & Missed Work
Late assignments will automatically lose 10 points – with 5 additional points lost each day it is past due. No assignment, later than 1 week, will be accepted. In-class assignments cannot be made up.

Written Work
All assignments are expected to be written in a professional manner. In addition to the content of the assignment, spelling, punctuation, organization, and grammatical correctness will be a factor in determining the grade. If you need support for writing, please make arrangements to get support from the writing center. Assistance is available to help you increase your writing skills.

Accommodations Statement
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

Academic Honesty
Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at http://www.unco.edu/dos/docs/StudentHandbook.pdf. Also see guidance related to plagiarism at http://www.unco.edu/dos/student_plagiarism.html.

Inclusivity Statement
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and worldviews may be different from their own.