A. 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.

B. PREREQUISITES:

None

C. 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.

D. PROFESSIONAL STANDARDS MET: (See Appendix for standards list.)

E. COURSE GOALS AND OBJECTIVES: (See Appendix for course goals and objectives.)
F. 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

G. COURSE REQUIREMENTS:

1. Educational Philosophy Literature Review – (100 points) – The teacher candidate will develop a review of literature that provides their Educational Philosophy as it relates to the foundation of effective special education practices (i.e., laws, cultural understanding, and ethical practices).
   **This assignment is a requirement for your iWebfolio or LiveText teaching portfolio.**

2. Interview & Reflective Paper – (100 points) - The teacher candidate will create and implement an interview protocol for a caregiver and student with exceptionalities.
   a. Address the interviewees’ knowledge of the legal, cultural, ethical and learning differences issues that exist in special education
   b. Conduct the interviews with an audio recording
   c. Transcribe the interview results
   d. Write a 5-page reflective paper of what the interviewees know and need to know about the legal, cultural, ethical and learning differences in special education practice
   [CDE: 9.06 (4)(d); 9.06(5)(h); 9.06(6)(d)(ii-vi); (e),(i); 9.06(8)(a),(c)(i-vi)(d),(e]
   [CEC: CC1(K1-K8)] [CEC: GC1(K3-K5), K8,K10; GC5K1; GC9 (K1-K4),(S1-S12)]
3. **Article Reviews** – (40 points each review) - The teacher candidate will complete **two (2)** separate article reviews from reputable journals that include a **study** comparing typical and atypical students and write a 3-5 page reflection for each article. Be sure that you identify studies rather than simply position papers or other articles. Check Blackboard for guidance materials on identifying studies.

   a. Summarize the studies of interventions (state the study design)
   b. Relate the article findings to your interview assignment
   c. Provide your own discussion of the educational implications/detailed reaction
   d. Include a future directions section for what you think should be done with information from this study, or perhaps suggested future studies you may have.

   Please be sure to provide specific examples from the articles throughout your reflections and to follow all APA guidelines.

   [CDE: 9.06(4)(c)(i); 9.06(6)(a)(i)]
   [CEC: CC1K5; CC2(K1-K2), (K5-K7)] [CEC: GC4K4;GC2K3]

4. **You be the Judge** – (30 points each) - The teacher candidate will act as a hearing officer judge in two (2) case analyses.

   a. Read through the entire court case
   b. Cite specific rules and regulations to support your decision for each case (e.g. IDEA, 34 C.F.R. § 300.530 (e)(1)).
   c. Each case analysis should be 2-3 pages double spaced and should be written in an objective manner that interprets the case through federal, state and case law. (Discuss **each:** federal, state, and case law.)

   [CDE: 9.06(8)(c)(i-vi)] [CEC: CC1(K1-K8)] [CEC: GC1(K3-K5), K8; GC5K1]

5. **(Ongoing) Participation assignments:** (10 points each) - There will be additional mini-assignments dispersed throughout the course. These assignments will be assigned during the particular unit and will be due at the end of the unit [All standards addressed].

**H. GRADING CRITERIA:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Educational Philosophy Literature Review</td>
<td>100</td>
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<tr>
<td>Interview and Reflective Paper</td>
<td>100</td>
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<tr>
<td>Research Article Analysis (2)</td>
<td>80</td>
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<tr>
<td>You be the Judge (2)</td>
<td>60</td>
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<tr>
<td>Discussion Boards (10)</td>
<td>150</td>
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<td>Participation Assignments (3)</td>
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GRADING SCALE: Total points possible = 630

<table>
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<tr>
<th>Percent of total points</th>
<th>Letter Grade</th>
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<tr>
<td>100 – 95</td>
<td>A</td>
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<tr>
<td>94 – 93</td>
<td>A-</td>
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<tr>
<td>92 – 91</td>
<td>B+</td>
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<td>90 – 88</td>
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<td>85 – 84</td>
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<td>79 – 78</td>
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<td>75 – 72</td>
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<td>71 – 70</td>
<td>D-</td>
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<td>70&gt;</td>
<td>F</td>
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I. REQUIRED READINGS:


J. SUGGESTED READINGS:


K. 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.

L. 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.

The Generalist faculty have also implemented the following policies with respect to originality of products: Policy on Originality of Products: You are encouraged to build upon your own previous work from other classes and programs, and to integrate material and ideas that you have learned in other classes into this class, with appropriate referencing. But projects from other classes are not to be duplicated and turned in to fulfill this course’s requirements, nor can you take work that you completed in another class and simply re-configure it, or enhance it, for this class. You also cannot take a project done in this class by another student who took this class at an earlier date, or is in this class now, and submit it as your project with or without minor changes. In other words, you are expected to do original work for each project and assignment that you complete in this class. Failure to do so means
that, at the very least, you will receive an automatic “F” on that assignment, and the instructor can take additional action if he/she feels that it is necessary.

M. 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.

N. Liability Statement pertaining to field experiences:
UNC purchases insurance that provides liability coverage to teacher candidates (subject coverage limitations and deductibles of the applicable insurance policy) for claims made against the teacher candidate while s/he is acting in the course and scope of her/his responsibilities in field experience. Such coverage is subject to limitations and exclusions for, among other things, alleged intentional acts and other uncovered claims.

In addition, the teacher candidate, during her/his practice teaching in a school is deemed an employee of the school district for the purposes of workers’ compensation and liability insurance as provided for other school employees.

Personal Liability: It is each teacher candidate’s choice to determine if s/he wishes to purchase additional liability coverage. Several professional organizations, including but not limited to the Colorado Education Association, the Council for Exceptional Children, and the National Education Association, offer personal – professional liability insurance that can be purchased by the teacher candidate at her/his expense.
Appendix

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)]