

EDSE 510 FOUNDATIONS OF SPECIAL EDUCATION 3 credit hours Location:

Instructor: Phone: (970) 351- Fax: (970) 351-	Office: Office hours: Please email for an appointment. University email:
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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. COURSE GOALS AND OBJECTIVES: (See Appendix for course goals and objectives.)

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

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 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:

Educational Philosophy Literature Review	100 points
Interview and Reflective Paper	100 points
Research Article Analysis (2)	80 points
You be the Judge (2)	60 points
Discussion Boards (10)	250 points
Participation Assignments (3)	30 points
Total points possible = 630	

GRADING SCALE:

<i>Percent of total points</i>	<i>Letter Grade</i>
100 – 95	A
94 – 93	A-
92 – 91	B+
90 – 88	B
87 – 86	B-
85 – 84	C+
83 – 80	C
79 – 78	C-
77 – 76	D+
75 – 72	D
71 – 70	D-
70>	F

I. REQUIRED READINGS:

- Turnbull, A., Turnbull, R., Wehmeyer, M. (2010). *Exceptional lives: Special education in today's schools* (7th Ed.). Needham heights, MA: Allyn & Bacon.
- Yell, M. (2012). *The law and special education* (3rd ed). Upper Saddle River, NJ: Prentice-Hall, Inc.
- American Psychological Association (2009). *Publication manual of the American Psychological Association, Sixth Edition*. Washington, DC: American Psychological Association. (*You will definitely need this manual for your graduate program.*)

J. SUGGESTED READINGS:

- Brofenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742.
- Cortiella, C., & Horowitz, S. H. (2014). *The state of learning disabilities: Facts, trends and emerging issues*. New York, NY: National Center for Learning Disabilities. Retrieved from <http://www.x.ld.org/images/content/files/stateofd2014/2014%20State%20of%20LD%20FINAL%20FOR%20RELEASE.pdf>
- Epstein, J. L. (2001). *School, family and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Fielding, P. S. (1990). Mediation in Special Education. *Journal of Reading, Writing, and Learning Disabilities International*, 6(1), 41- 52.
- Hudry, K., Chandler, S., Bedford, R., Pasco, G., Gliga, T., Elsabbagh, M., Charman, T. (2014). Early language profiles in infants at high-risk for autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 44(1), 154–167. doi:10.1007/s10803-013-1861-4
- Johnson, L. D., Wehby, J. H., Symons, F. J., Moore, T. C., Maggin, D. M., & Sutherland, K. S. (2014). An analysis of preference relative to teacher implementation of intervention. *The Journal of Special Education*, 48(3), 214–224. doi:10.1177/0022466913475872
- Kyzar, K. B., Turnbull, A. P., Summers, J. A., & Gómez, V. A. (2012). The relationship of family support to family outcomes: A synthesis of key findings from research on severe

- disability. *Research & Practice for Persons with Severe Disabilities*, 37(1), 31–44. Retrieved from <http://0-search.ebscohost.com.source.unco.edu/login.aspx?direct=true&db=aph&AN=77428485&site=ehost-live>
- Lightfoot, S. L. (1978). *Worlds Apart*. New York, NY: Basic Books Inc.
- McLeskey, J., Landers, E., Williamson, P., & Hoppey, D. (2010). Are we moving toward educating students with disabilities in less restrictive settings? *The Journal of Special Education*. doi:10.1177/0022466910376670
- More, C. M., & Hart Barnett, J. E. (2014). Developing individualized IEP goals in the age of technology: Quality challenges and solutions. *Preventing School Failure: Alternative Education for Children and Youth*, 58(2), 103–109. doi:10.1080/1045988X.2013.782533
- Reschly, D. J. (2014). Response to intervention and the identification of specific learning disabilities. *Topics in Language Disorders*, 34(1), 39–58. doi:10.1097/TLD.0000000000000003
- Webb, S. J., Jones, E. J. H., Kelly, J., & Dawson, G. (2014). The motivation for very early intervention for infants at high risk for autism spectrum disorders. *International Journal of Speech-Language Pathology*, 16(1), 36–42. doi:10.3109/17549507.2013.861018
- Yew, S. G. K., & O’Kearney, R. (2013). Emotional and behavioral outcomes later in childhood and adolescence for children with specific language impairments: meta-analyses of controlled prospective studies: SLI and emotional and behavioral disorders. *Journal of Child Psychology and Psychiatry*, 54(5), 516–524. doi:10.1111/jcpp.12009
- Zumeta, R. O., Zirkel, P. A., & Danielson, L. (2014). Identifying specific learning disabilities: legislation, regulation, and court decisions. *Topics in Language Disorders*, 34(1), 8–24. doi:10.1097/TLD.0000000000000006

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

Honor Code: *All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.*

UNC Policies – UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link <http://www.unco.edu/dos/Conduct.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

UNC Teacher Preparation Programs support 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

For unpaid field-related requirements such as practicum, service learning, intern, student teaching, 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

1. Candidates will identify laws, policies, models, theories, and philosophies that form the basis for special education practice.
2. Candidates will describe typical and atypical development and characteristics of learners with exceptionalities.
3. Candidates will articulate individual learning differences that consider variations in beliefs, traditions, and values across and within cultures and their effects on the family and school.
4. Candidates will identify and describe 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.

LEARNING OBJECTIVES/OUTCOMES with ASSESSMENT:

1. Candidates will identify laws, policies, models, theories, and philosophies that form the basis for special education practice.

The candidates will:

- a. Describe their understanding of the historical, philosophical beliefs, and the barriers to accessibility and acceptance of individuals with exceptionalities. **To be assessed as follows:** Educational Philosophy Literature Review; Discussion Board Responses
- b. Articulate laws (federal, state and local), judicial system, policies, and ethical principles that form the basis of special education practice. **To be assessed as follows:** Educational Philosophy Literature Review; Discussion Board Responses; You be the Judge Assignments
- c. Compare the relationship of special education to the organization and function of other educational agencies, including non-traditional and non-public schools. **To be assessed as follows:** Research Article Analysis; Discussion Board Responses
- d. Describe the continuum of placement and services available for individuals with exceptionalities, including the principles and concept of the least restrictive environment. **To be assessed as follows:** Educational Philosophy Literature Review; Discussion Board Responses
- e. Identify the roles of families in the educational system. **To be assessed as follows:** Discussion Board Responses

[CDE: 9.06(8)(c)(i-vi)]

[CEC: CC1(K1-K8)]

[CEC: GC1(K3-K5), K8; GC5K1]

2. Candidates will describe typical and atypical development and characteristics of learners with exceptionalities.

The candidates will:

a. Juxtapose 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. **To be assessed as follows:** Educational Philosophy Literature Review; Research Article Analyses

b. Describe the etiologies and medical aspects of conditions affecting individuals with exceptionalities, including the effects of various medications. **To be assessed as follows:** Discussion Board Responses

c. Articulate 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. **To be assessed as follows:** Interview and Reflective Paper; Discussion Board Responses

d. Compare the unique strengths and needs of students with exceptionalities, as related to the learning process and life experience. **To be assessed as follows:** Interview and Reflective Paper; Discussion Board Responses; Companion Website Assignment

e. Summarize family systems and the role of families in supporting development. **To be assessed as follows:** Interview and Reflective Paper; Discussion Board Responses

[CDE: 9.06(4)(c)(i); 9.06(6)(a)(i)]

[CEC: CC1K5; CC2(K1-K2), (K5-K7)]

[CEC: GC4K4;GC2K3]

3. Candidates will articulate individual learning differences that consider variations in beliefs, traditions, and values across and within cultures and their effects on the family and school.

The candidates will:

a. Evaluate the effects an exceptional condition can have on an individual's life. **To be assessed as follows:** Educational Philosophy Literature Review; Interview and Reflective Paper; Discussion Board Responses

b. Describe the characteristics and effects of the cultural and environmental milieu of the individual and with exceptionalities and their family. **To be assessed as follows:** Educational Philosophy Literature Review; Discussion Board Responses

c. Identify the variations in beliefs, traditions, and values across and within cultures influencing the relationships among families, schools, and communities as related to

instruction. **To be assessed as follows:** Educational Philosophy Literature Review; Discussion Board Responses

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

4. Candidates will identify and describe 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.

The candidates will:

- a. Articulate the importance of ethics, lifelong professional development and upholding high standards of competence. **To be assessed as follows:** Discussion Board Responses
- b. Demonstrate sensitivity to the difference in values, languages and customs between the home and school. **To be assessed as follows:** Educational Philosophy Literature Review; Research Article Analysis
- c. Model bridging the research to practice, including acquiring access to unique services, networks, organizations and publications for individuals with exceptionalities. **To be assessed as follows:** Educational Philosophy Literature Review; Research Article Analysis
- d. Demonstrate the ability to reflect on one's own practice as a special educator. **To be assessed as follows:** Educational Philosophy Literature Review
- e. Describe 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. **To be assessed as follows:** Interview and Reflective Paper; All About IEP Module
- g. Model 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. **To be assessed as follows:** Educational Philosophy Literature Review; You be the Judge Assignments; Interview and Reflective Paper; Research Article Analysis; Standards Scavenger Hunt; IDEA Regulations Assignment; ADR Assignment

[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)]

Syllabus Guide EDSE 510 – EXAMPLE

Course: EDSE 510 – EXAMPLE	Standards					
Course Objectives	Literacy - CO	PBSCT-CO / (CO Quality Teacher Standards may also go here)	Content-Licensure Program CO	SPA/Name of the SPA	Other (InTASC standards should go here)	Readings & Assignments including Pg #
<p>Articulate understanding of the historical, philosophical beliefs, and the barriers to accessibility and acceptance of individuals with exceptionalities.</p>		<p>5.08 (1)(b)</p>	<p>9.06(8)</p>		<p>2. Learning Differences, 9. Professional Learning and Ethical Practices</p>	<p><u>Readings (Course Schedule p. 1)</u> Turnbull et al. Chapter 1 (pp. 6-43)</p> <p><u>Projects & Assignments (Course Schedule)</u> Study Guide #1</p> <p><u>Class Activities (Course schedule)</u> Week One, Unit 1</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u> • Unit 1 quiz</p> <p><u>iWebFolio Artifact (Syllabus p. 3 and Appendix B)</u> • Educational Philosophy Paper</p>
<p>Articulate laws (federal, state and local), judicial system, policies, and ethical principles that form the basis of special education practice.</p>		<p>5.08 (2)</p>			<p>2. Learning Differences</p>	<p><u>Readings (Course Schedule p.1)</u> Turnbull et al. Chapter 4 (pp. 81-97)</p> <p><u>Projects & Assignments (Course Schedule)</u> Study Guide #4</p>

Course: EDSE 510 – EXAMPLE	Standards					
Course Objectives	Literacy - CO	PBSCT-CO / (CO Quality Teacher Standards may also go here)	Content-Licensure Program CO	SPA/Name of the SPA	Other (InTASC standards should go here)	Readings & Assignments including Pg #
						<p><u>Class Activities (Course schedule)</u> Week One, Unit 4</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u> • Unit 4 quiz</p> <p><u>iWebFolio Artifact (Syllabus p. 3 and Appendix B)</u> • Educational Philosophy Paper</p>
<p>Compare the relationship of special education to the organization and function of other educational agencies, including non-traditional and non-public schools</p>		<p>5.06(4); 5.08 (3) (a);</p>	<p>9.06 (6) (d) (ii); (iv); 9.06 (8) (c) (i); (ii);</p>		<p>1. Learner Development, 2. Learning Differences</p>	<p><u>Readings (Course Schedule p. 1)</u> Turnbull et al. Chapter 2 (pp. 45-59)</p> <p><u>Projects & Assignments (Course Schedule)</u> Study Guide #2</p> <p><u>Class Activities (Course schedule)</u> Week One, Unit 2</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u> • Unit 2 quiz</p>

Course: EDSE 510 – EXAMPLE	Standards					
Course Objectives	Literacy - CO	PBSCT-CO / (CO Quality Teacher Standards may also go here)	Content-Licensure Program CO	SPA/Name of the SPA	Other (InTASC standards should go here)	Readings & Assignments including Pg #
						iWebFolio Artifact (Syllabus p. 3 and Appendix B) <ul style="list-style-type: none"> • Educational Philosophy Paper
Articulate 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.		5.06 (3)	9.06 (6) (c)		2. Learning Differences	<u>Readings (Course Schedule pp. 1-2)</u> Turnbull et al. Chapters 1-16 <u>Projects & Assignments (Course Schedule pp. 1-2)</u> Study Guides 1-13 <u>Class Activities (Course schedule)</u> Units Weeks 1-16 <u>Quiz/Final Exam (Syllabus page 4)</u> <ul style="list-style-type: none"> • Units 1-13 quizzes <ul style="list-style-type: none"> • Midterm • Final
Describe the characteristics and effects of the cultural and environmental milieu of the individual and with exceptionalities and their family.		5.06 (7)				<u>Readings (Course Schedule pp. 1-2)</u> Turnbull et al. Chapters 1-16 <u>Projects & Assignments (Course Schedule pp. 1-2)</u>

Course: EDSE 510 – EXAMPLE	Standards					
Course Objectives	Literacy - CO	PBSCT-CO / (CO Quality Teacher Standards may also go here)	Content-Licensure Program CO	SPA/Name of the SPA	Other (InTASC standards should go here)	Readings & Assignments including Pg #
						<p>Study Guides 1-13</p> <p><u>Class Activities (Course schedule)</u> Units Weeks 1-16</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u></p> <ul style="list-style-type: none"> • Units 1-13 quizzes <ul style="list-style-type: none"> • Midterm • Final
<p>Identify examples of effective communication 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.</p>		<p>5.08 (4)</p>	<p>9.06 (8) (d)</p>		<p>9. Professional Learning and Ethical Practices</p>	<p><u>Readings (Course Schedule p. 1)</u> Turnbull et al. Chapter 1</p> <p><u>Projects & Assignments (Course Schedule)</u> Study Guide #1</p> <p><u>Class Activities (Course schedule)</u> Week One, Unit 1</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u></p> <ul style="list-style-type: none"> • Unit 1 quiz <p><u>iWebFolio Artifact (Syllabus p. 3 and Appendix B)</u></p> <ul style="list-style-type: none"> • Educational Philosophy Paper

Course: EDSE 510 – EXAMPLE	Standards					
Course Objectives	Literacy - CO	PBSCT-CO / (CO Quality Teacher Standards may also go here)	Content-Licensure Program CO	SPA/Name of the SPA	Other (InTASC standards should go here)	Readings & Assignments including Pg #
<p>Compare the relationship of special education to the organization and function of other educational agencies, including non-traditional and non-public schools.</p>			<p>9.06 (5) (a) (i)</p>		<p>9. Professional Learning and Ethical Practices</p>	<p><u>Readings (Course Schedule p. 1)</u> Turnbull et al. Chapter 4</p> <p><u>Projects & Assignments (Course Schedule)</u> Study Guide #4</p> <p><u>Class Activities (Course schedule)</u> Week One, Unit 4</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u> • Unit 4 quiz</p> <p><u>iWebFolio Artifact (Syllabus p. 3 and Appendix B)</u> • Case Study</p>
<p>Demonstrate sensitivity to the difference in values, languages and customs between the home and school.</p>			<p>9.06 (4) (d)</p>		<p>2. Learning Differences</p>	<p><u>Readings (Course Schedule p. 1)</u> Turnbull et al. Chapter 3</p> <p><u>Projects & Assignments (Course Schedule)</u> Study Guide #3</p>

Course: EDSE 510 – EXAMPLE	Standards					
Course Objectives	Literacy - CO	PBSCT-CO / (CO Quality Teacher Standards may also go here)	Content-Licensure Program CO	SPA/Name of the SPA	Other (InTASC standards should go here)	Readings & Assignments including Pg #
						<p><u>Class Activities (Course schedule)</u> Week One, Unit 3</p> <p><u>Quiz/Final Exam (Syllabus page 4)</u> • Unit 3 quiz</p> <p><u>iWebFolio Artifact (Syllabus p. 3 and Appendix B)</u> • Case Study</p>

SAMPLE SYLLABUS