
EDSP 374/574
Global Perspective and Foundations in Special Education (3 -units)

Dr. Jerry Ammer
Office Voice (619) 260-4292
USD E-Mail: ammer@sandiego.edu

August 31 to December 14, 2011
Wednesday: 4 to 6:50 pm
Class: IPJ 219

Office Hours: Weds 2-4 & Thurs 1 to 4 p.m.
Office Hours are walk –in. No appointment needed. Office: MRH 224A
NOTE: Key Program Policies and Procedures are Included in Syllabi

COURSE DESCRIPTION

Focus is on identification and distinction of characteristics and needs that qualify an individual for special education services according to federal and state law. The principles of action research and global perspectives of special needs frame an investigation of the academic, social and behavioral needs of individuals. Candidates use a global historical lens to understand the philosophy, education foundations and evidenced-based research that underpin the legal and ethical definition and service delivery options for individuals with exceptional needs. Emphasis is placed on individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, emotional disturbance, and autism spectrum disorders within the disability area, in kindergarten, grades 1 through 12, and classes organized primarily for adults in services across the continuum of program options available. Candidates explore how cultural, community and individual diversity and the needs of English learners influence classification and placement.

COURSE PURPOSE

INITIAL PRELIMINARY EDUCATION SPECIALIST CREDENTIAL MILD TO MODERATE AUTHORIZATION:

CEC INITIAL CONTENT STANDARDS MEETING:

1. Foundations
2. Development and Characteristics of Learning
3. Individual Learning Differences
5. Learning Environments and Social Interactions

CTC EDUCATION SPECIALIST PRELIMINARY CREDENTIAL COMMON STANDARDS MEETING:

2. Professional, Legal & Ethical Practices
3. Educating Diverse Learners
4. Effective Communication and Collaborative Partnerships
7. Transition & Transitional Planning
11. Typical & Atypical Development
14. Creating Healthy Learning Environments

CTC MILD/MODERATE AUTHORIZATION STANDARDS MEETING:

1. Characteristics of Students with Mild/Moderate Disabilities
3. Planning and Implementing Mild/Moderate Curriculum and Instruction
6. Case Management¹

CA TEACHER PERFORMANCE ASSESSMENT DOMAINS WITH CA TEACHING PERFORMANCE EXPECTATIONS INCLUDING EDUCATION SPECIALIST ADDENDUM

A. Making Subject Matter Comprehensible to Students

TPE 1. Specific Pedagogical Skills for Subject Matter Instruction

¹ Refer to the Standard Match Matrix in your Education Specialist Candidate Manual for complete title of standards. You can also use TaskStream Standard Generator to find the detailed descriptions of each standard domain and factors.

B. Assessing Student Learning

TPE 2. Monitoring Student Learning During Instruction

C. ENGAGING & SUPPORTING STUDENTS IN LEARNING

TPE 4. Making Content Assessable

TPE 5. Student Engagement

TPE 7. Teaching English Learners

D. PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8. Learning About Students

E. Creating & Maintaining Effective Learning Experiences for Students

TPE 11. Social Environment

F. Developing as a Professional Educator

TPE 12. Professional, Legal & Ethical Obligations

TPE 13. Professional Growth

MASTER'S DEGREE LEARNING OUTCOMES (MDCCA ASSIGNMENTS)²:

3. Foundations Learning & Teaching Inclusive Settings Evidence-Based Theory – Special Education in Academic, Social-Cultural & Behavior Diversity Context
4. Teacher as a Researcher within a Globally Diverse Contemporary Context of Individuals with Special Needs

Goals Learning Outcomes

The SOE Unit: The three School of Education *Unit Candidate Outcomes* (ACE) provide the framework under which course objectives, course requirements and the standards linked *Centerpiece Artifacts (sometimes =ACE= referred to as Embedded Signature Assignments, particularly in general education courses)* are organized and evaluated as part of the *Unit Assessment System*. In their *Reflective Professional Portfolio*, candidates begin to practice the construction of their own assessment system within the role of being a life long professional learner. Artifacts are chosen, described and displayed in the portfolio as performance based evaluate evidence aligned with the *National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S), and Dispositions (D)* demonstrated throughout course and field experience.

The Special Education Program: The *Unit Candidate Outcomes* (ACE) provide the frame upon which course objectives are aligned with the *Council for Exceptional Children Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards* (CEC). Course objectives also align with the *Interstate New Teacher & Assessment Consortium principles* (INTASC) and the *California Commission Teacher Credentialing: Education Specialist Standards* (CCTC).

Upon completion of this course, candidates will be able to demonstrate competencies in the areas listed here.

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by affectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.

- Understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs.
- Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.
- To identify the characteristics of students with mild to moderate disabilities, including specific learning disabilities, mild/moderate mental retardation, other health impairments, emotional disturbance, and autism spectrum disorders

² Graduate Degree Candidate additional assignments to validate MEd performance outcomes are listed with a (MDCCA_#). Since graduate work is embedded in all assignments, the # represents the additional requirement as it will be evaluated in the MDCCA Electronic Centerpiece Folder in TaskStream.

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice. Bridge theory and practice by experiencing various dimensions of the community through active service engagements.

- Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.
- Acquire knowledge of diverse family structures, community cultures, and child rearing practices in order to develop respectful and productive relationships with families and communities.
- Recognize the potential influence of varying cultural factors and practices on development.
- Demonstrate skills required to provide information to family members regarding typical developmental expectations as well as the impact of the disability on developmental progress.

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Know and demonstrate respect for their students first as unique human beings.
- Understand and utilize universal precautions designed to protect the health and safety of the candidates themselves.
- Demonstrate comprehensive knowledge of typical and atypical human development from the prenatal stage through adulthood including knowledge of developmental stages and their implications for learning.
- Understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals served.

A descriptive explanation of the use of standards and candidate assessment is provided in the Education Specialist Candidate Overview Handbook.

MED LEARNING OBJECTIVES: OUTCOMES 3 & 4

All MEd students are required to demonstrate additional learning outcomes that reflect master's degree skills competency. Specific additional requirements for each graded assignment are included in the course syllabus and detailed course assignment handouts. Each graduate candidate will:

- Conduct research related to special education through the use of technology and library print resources that demonstrates ability to search, select and integrate relevant evidence based information from both a national and international perspective into a research paper.
- Prepare a written research paper demonstrating understanding and application of theoretical foundations that ground pedagogy and the characteristics and needs of individuals with a special need.
- Write a persuasive perspective of the assessment of the academic, social and transitional needs of targeted individuals with a disability within the context of learning theories, equity and the principles of inclusivity and social justice.
- Incorporate a persuasive critique of important research from journals, professional organization and other related resources that summarizes application of research to the needs of instruction, learning, social and individual behavior, transition across the life cycle, family and the broader communities in relationship to individuals with a specific disability.
- Demonstrate knowledge of the elements of good research, APA style, appropriate academic language and the theoretical perspective of different research approaches through the use of a scholarly writing style.

Textbooks/Readings:**USD BOOKSTORE:**Primary Text:

Stichter, J. P., Conroy, M. A., & Kauffman, J. M. (2008). *An introduction to students with high-incidence disabilities*. Upper Saddle River, NJ: Pearson, Merrill, Prentice Hall

SECONDARY TEXT USED ACROSS MORE THAN ONE REQUIRED COURSE:

Heflin, L. J., & Alaim, D.F. (2007) *Students with autism spectrum disorders: Effective Instructional Practices*. Upper Saddle River, NJ: Pearson, Merrill, and Prentice Hall. [All students]

Bruce S. M, & Pine, G. J. (2010). *Action research in special education: An inquiry approach for effective teaching and learning*. New York: Teachers College Press Columbia University. [Graduate students]

Reference Style Required: All course assignments must follow the 6th Edition APA Style of writing & citation. This includes web-based citations. No exceptions!!!

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: author. ISBN: 13-479-1-4338-0562-2.

REQUIRED WEB-BASED RESOURCES

Two web-based systems are mandatory for this course. Specifics and procedure for enrolling will be discussed in class and is included in CE6 website for this course.

- *BLACKBOARD: Course Delivery & Assignment Submission: Most of the readings, assignments and discussion [including grading] will occur via Blackboard.* You are responsible for checking the Course Pacing Guide in Course Content folder prior to each class. <http://ceconnect.sandiego.edu>
- *TaskStream Special Ed Credential & Master Degree Folio: <https://www.taskstream.com> . The self enrollment code to access the special education folio: Self Enrollment Code: **X3TSD5***

Embedded Signature Assignment (ESAs) & Master Degree Candidate Centerpiece Artifact (MDCCAs)

There are four assignments that influence your course grade for this class. An [Assignment Detail Sheet](#) is located in the Assignment Folder in Blackboard. The detail sheet delineates all components for credential and degree evaluation. In depth discussion of the specific assignment and the [Assignment Detail Sheet](#) will take place during class.

ESA_1: CHARACTERISTICS NEEDS ANALYSIS MILD TO MODERATE DISABILITIES – PBL VIGNETTES (20 POINTS)

Focus: The assignment is designed to use problem-based learning strategies to identify the handicapping characteristics and the individual student needs that unfold in a series of problem-based case scenarios. Each vignette focuses on a different mild to moderate disabilities and age/grade level. The mild to moderate disabilities authorization credentials education specialists to work with students with a specific learning disabilities, mild/moderate mental retardation, other health impairment, autism spectrum disorder and emotional disturbance. The group activity provides opportunities to practice collaboration and dialogue amongst classmates.

Task: Your team will be assigned a set of problem-based vignettes. Each scenario deals with a different special needs group within the mild to moderate disabilities classification including English learners. Individually read the assigned vignette and take notes to assist in your team collaborative analysis of each vignette.

As a team (10 points):

Use the matrix template *Characteristics & Needs Case Vignette Matrix* for each vignette. See attached matrix chart (ESA_1b).

Characteristics Found in Classification As-A-Whole or Individual or Subset of a Larger Defined Group:

- 1) Unique to category or classification group at large
- 2) Common characteristics found across the spectrum of individuals classified as mild to moderate disabilities
- 3) Elements of classification identified in group that one could argue justification of a *syndrome* (constellation of traits that are common across a subset of individuals within a group), and
- 4) Characteristics or traits identified in the problem based case that seems to be particular to the subject in the vignette.

Needs Analysis and Assessment: This is defined as the first step in planning or design process. Your area of need should address possible implications of variables or gaps that prevent, hinder or block success in each of the following:

- Learning and instruction in group or individual situations
- Social engagement needs related to engagement in one-to-one, small groups or a class as a whole situation where one is expected to fit in and follow pragmatic norms or social patterns
- Behavior issues or traits that are outside the usual or expected norms in a setting or interaction with others. Behavior might be harmful or only related to self, behaviors that are misfits or inappropriate in situations. Behavior may be noticeable to one, a few or everyone in a setting.

Bonus Point Focus: Up to 2-bonus points in each of the following:

- *Transitional skill* development related to home, school, community, career and/or independent living, related supporting needs.
- *Global Perspective:* For up to 2-bonus point do web-based search to identify similarities and/or differences related to your matrix of characteristics and needs from the perspective of a country outside the USA.

Individually (10 points):

Preplanning Organizer: Below your chart prepare a one to two page “Preplanning Organizer”. This organizer should provide an overview of how you would prepare your learning environment to reduce the at-risk factors that could hinder active engagement of your subject in classroom learning activities.

Technology: For each scenario identifies at least one high and one low technology aid that might facilitate inclusive setting active engaged learning.

GRADUATE DEGREE STUDENTS (MDCCA-1): Your “Preplanning Organizer” must include a minimum of two research-based citations that support your action plan. You must locate one resource from an international perspective and one source from any reputable professional source. The resources should add to the characteristic and needs focus for each of your PBL cases. These are worth 2 points if articles or book reference. 1 point if a website. Include the reference after each group case analysis.

Submission: The *Characteristics and Needs Analysis Mild to Moderate Disabilities Vignette Report* is submitted in Blackboard Assignment 1 for course grade. For ESA Credential Evaluation and MDCCA Master Degree Evaluation submit to appropriate Electronic Folders in TaskStream.

Grading: The project will be graded holistically as one project. You may submit portions of the project for feedback up to the final date announced in class.

ESA 2: MILD/MODERATE DISABILITIES CHARACTERISTICS NEEDS GLOBAL COMMUNITY RESOURCES TOOLKIT (5 POINTS)

Focus: Identification and evaluation of resources related to core focus within course. These are high caliber resources you can share with individuals with a special need, parents and yourself as an education specialist. See ESA-2 Assignment Sheet for details.

Kinds of Resources & Information to Consider: You are looking at the cognitive, social, medical/health/physical, and family complexities, transition needs to functional adult life and community services. Your resources are geared toward individuals with special needs, parents and teachers.

Directions: Locate and select resource information related to a specific special education category. Select pieces that you find of useful to exemplar resources for parents, individuals with a disability and parents. Also identify resources that are exemplar examples of resources for a special educator. Requirements for all students includes:

Minimum Pieces to Include:	For Each Piece Include:	Rate Each Resource:
Community service agencies	Full title of organization, service provider	4 = exemplar
Mental health/medical services	Abbreviation used by organization/agency	3 = solid resource
International Organization or agency	Address (street, city, state, country)	2 = worth viewing/visiting
Similar needs peer to peer for individuals with special needs	Website complete address	1 = it is there
Special educator information services	Contact information (telephone, e-mail)	
	Mission/objective/goal – the group focus	
	Why you want to add this specific piece to your databank	

Globalization Focus: A minimum of one resource has to have an international focus. This may come from an international site or a USA organization with specific world effort outreach.

GRADUATE DEGREE STUDENTS (MDCCA 2): Graduate students must include a minimum of three resources with an international focus. Accurate use of APA Style of Writing (new 6th edition) will be closely checked and influence overall grade.

Submission: The *Characteristics and Needs Resource Toolkit* is submitted in Blackboard Assignment folder. For ESA Credential Evaluation and MDCCA Master Degree Evaluation submit to appropriate Electronic Folders in TaskStream.

Grading: The project will be graded holistically as one project. You may submit portions of the project for feedback up to the final date announced in class.

ESA 3: AUTISM SPECTRUM ANALYSIS RESEARCH GROUNDED OBSERVATION REPORT (25 POINTS)

Focus: Students exhibiting autism spectrum disorders characteristics and needs are now prevalent across settings serving special needs. Each individual exhibiting autism spectrum disorders possesses varying degrees of both shared and unique characteristics and needs in relationship to his or her peers. This assignment is designed to assist you in developing your education specialist abilities in observation, reporting and analyzing the characteristics and needs of a student in relationship to research grounded scientific evidence, theories and practices reported in the professional literature.

Directions: There are three components to this assignment:

- a. Review professional literature regarding characteristics and needs of individuals exhibiting autism spectrum disorders.
 - Demonstrate ability to read, interpret and report on professional juried pieces of relevant literature
 - Undergraduate students minimum 2 articles. Graduate students minimum of 3 articles
 - Add reference section to end of document per APA 6th edition Style of writing citation of each toolkit resource.

- b. Conduct an observation and create graphic representation of observed behaviors of an individual classified with autism spectrum disorder in a situation engaged in a learning activity with others.
- Observe and take notes in an actual learning situation using action verbs to describe measurable and observable cognitive, language, social and behavior manifestations of covert and overt observation.
 - Select appropriate measurement technique and rationale why best option to collect your observed data for reporting purposes
 - Collect data during a learning experience (preferable over two or more observations). Undergraduate minimum one day. Graduate minimum 2 days.
 - Using a computer software package (such as Excel) create a graphic chart that is clearly labeled and details variables, count and a line illustrating variance across observation
- c. Write a summary analysis of the types of traits (characteristics) and needs (cognitive, language, social & behavior) that interface with other same age peers. Using appropriate academic language write a brief analysis report (undergraduate 1 to 2 pages minimum, graduate 2 to 3 pages minimum) highlighting the various characteristics and needs that a teacher (special educator, general educator, parent, or other professional) would see and need to facilitate to ensure both learning and social/behavioral engagement with other same age peers.

NOTE: You are looking at the characteristics and needs **not the instructional strategies**. Instructional strategies are methods course and practicum actions based on the unique characteristics and needs that occur in relationship to cognitive, language, social and behavior manifestations of covert and overt observation.

GRADUATE STUDENTS (MDCCA 3): Graduate candidates are required to use the action researcher academic language in their reporting. Additionally degree of usage of appropriate terminology and analysis of the observation behavior will be part of grade evaluation.

ES_4: GLOBAL RESEARCH GROUNDED ANALYSIS OF CHARACTERISTICS & NEEDS OF SPECIFIC DISABILITIES ANALYSIS REPORT (50 POINTS)

Focus: Your global research report is the major project for both your course grade and centerpiece artifact program evaluation. Your charge for this assignment is to conduct an in-depth study of specific characteristics and needs for one classification of special needs within your credential area. You wear the “mind’s eye” of your role and responsibilities as an education specialist making initial evaluation of the existence of an at-risk problem. You are identifying the cognitive, social, behavioral, learning performance and potential academic language at-risk traits that complicate successful learning experiences. You are not addressing the instructional strategies for an IEP. You are zeroing in on the markers that lead to identification of a problem and a need for specialized support. You are attending to the “disabling”, “inhibitors” that are preventing average student success.

Individual Assignment

Directions: Prepare a research paper on the topic of a *Global Research Grounded Analysis of Characteristics & Needs of Specific Disabilities*. The mild to moderate options for this paper include specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance. An area of Autism Spectrum Disorder may not be the topic for this project. Assignment 3 is your ASD project! The paper must follow the American Psychological Association Publication Manual of Writing Style (2010, 6th ed.). Requirements include:

Undergraduates and Graduate Credential Only:

- Four to six page minimum paper. (APA Style 6th edition)
- Two to four minimum professional journal articles or books
- Supporting websites may be cited but these do not count in the journal/book requirement.

GRADUATE STUDENTS (MDCCA 4):

- Eight to twelve page minimum paper. (APA Style 6th edition)
- Four to six minimum professional journal articles or books
- Supporting websites may be cited but these do not count in the journal/book requirement.
- Action Researcher Inquiry focus (see Graduate Students on page 2)
- Use of graduate level language and persuasive arguments and validation of conclusions.

Task: Select one special needs category from within your credential area (this must be a category other than autism which is assignment three). Conduct an in-depth research of professional literature regarding the philosophic and education foundations of the characteristics and needs related to an individual exhibiting this class of disability. The literature must be professional journal and books!

Globalization Focus: A minimum of one article or book must have an international focus. The article may come from an international journal or a USA journal with a special topic focus on internationalization. It may also be an article written by scholars from outside the USA but published within an issue of a journal. It may also be a translation or USA release of a book by a scholar from outside the USA.

Assignment Breakdown & Grading Criteria

ESA = Embedded Signature Assignment Credential

MDCCCA = Master Degree Candidate Centerpiece Assignment

Breakdown of Assignments Earning Points Towards Final Grade (Note M.ED. Candidates: Point distribution for candidates in master degree program will take into account scholarship, research skills and writing reflective of advanced degree competencies)			
1. Characteristics and Needs Analysis Mild to Moderate Disabilities – PBL Vignettes (20 points)	ESA MDCCA	3. Autism Spectrum Analysis Research Grounded Observation Report (25 points)	ESA MDCCA
2. Mild/Moderate Characteristics & Needs Global community Resource Kit (5 points)	ESA MDCCA	4. Global Research Grounded Analysis of Characteristics & Needs of Specific Disabilities Analysis Report (50 points)	ESA MDCCA

Performance Evaluation Criteria Rubric and the Course Level Grade

Embedded Signature Assignments for Credential and Master Degree Centerpiece Evaluation: The **Embedded Signature Assignment (ESAs &/or Centerpiece Master Degree Level of Competency (MDCCAs))** are different than the course assignment grade weight. Note: The primary purpose for using TaskStream is to inform you as a teaching candidate or a master degree candidate of your present level of knowledge, understanding and skills in relationship to mandated credential and master degree conferment requirements. The Rubrics used to evaluate Centerpieces and/or Embedded Signature Assignments is a progress indicator of qualifying for the next step or the final recommendation. Like in a marathon this qualifier says you are deemed ready for the passage to the next level. You cannot translate a Rubric Level of Performance directly into a letter grade for a course where the assignment was completed. The 4 Levels of Competency are:

- Level 1 Unacceptable (Beginning)
- Level 2 Acceptable (Developing)
- Level 3 Target (Apprentice)
- Level 4 Exemplary (Master Teacher)

Remember we are all life long professional learners striving to advance our level of expertise and competency. We never reach the end of the journey. The one absolute is you may not pass to the next step if you have any scores at the Level 1 performance evaluations. If you have questions discuss them with your Program Advisor and/or the Special Education Program Coordinator.

Course Grade: The grade for the course is posted in the Blackboard 6 folder for this course. Your individual and cumulative grade at

Grading			
Grade Required for Credential & Degree Course		Unacceptable Grade for Professional Course	
A	96 - 100	C+	C+78 – 82.9
A-	93 - 95.9	C	C 75 - 77.9
B+	88 - 92.9	C-	C- 73 - 74.9
B	85 - 87.9	F	F BELOW 73.0
B-	83 – 84.9		

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

PROGRAM POLICIES AND PROCEDURES
University, School of Leadership and Education Sciences, Department of Learning and Teaching and Special Education Program

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

GRADE HAVE INCOMPLETE

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

REQUESTS FOR ACCOMMODATION

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities. Students who require specific instructional and testing modifications must inform the instructor in a timely manner. Students needing such requirements must identify themselves to the University of San Diego Disability Services Office Serra Hall 300 (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations. Additional information may be found on USD's website at <http://www.sandiego.edu/disability>.

ACADEMIC INTEGRITY

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Your primary resource for all credential and degree requirements is included in the Special Education Candidate Manual. Your Program Advisor and the Coordinator of Special Education – Dr. Jerry Ammer (MRH 224A ammer@sandiego.edu; (619) 260-4292) are available to assist you in your journey through the credential and/or degree process. You must be in regular contact with your advisor and the program coordinator to ensure you are meeting all the requirements and procedures established by the University of San Diego and the California Commission on Teacher Credentialing. *If you have a question or conflicting information check with the Special Education Program Coordinator!*

OFFICIAL USD INFORMATION:

ALL STUDENTS MUST USE THE FREE USD INTERNET ACCOUNT 'YOURUSDNAME'@SANDIEGO.EDU. THIS USERNAME AND PASSOWRD ALSO PROVIDES ACCESS TO THE USD PORTAL [HTTP://MY.SANDIEGO.EDU](http://my.sandiego.edu). MYSANDIEGO IS THE OFFICIAL INFORMATION EXCHANGE FOR THE UNIVERSITY. ALL STUDENTS ARE RESPONSIBLE FOR MONITORING THIS SITE AND ITS CONTENT. YOU WILL BE HELD RESPONSIBLE FOR ALL POSTING REGARDING POLICIES, PROCEDURES, THE USD ACADEMIC CALENDAR, COURSE REGISTRATION AND YOUR UNOFFICIAL TRANSCRIPT IN 'DARS'.

HANDBOOK/GUIDES:

ALL SPECIAL EDUCATION CREDENTIAL AND DEGREE CANDIDATES ARE RESPONSIBLE FOR THE CONTENT IN THE USD SPECIAL EDUCATION HANDBOOK AND GUIDES. THESE INCLUDE: 1) OVERVIEW SPECIAL EDUCATION HANDBOOK, 2) PETITION ENROLL IN STUDENT TEACHING SUPPLEMENT, 3) STUDENT TEACHING GUIDE, 4) REFLECTIVE PEDAGOGY OF PRACTICE SUPPLEMENT & 5) GUIDE FOR PREPARING SPECIAL EDUCATION MASTER DEGREE POSTER. CONTACT SPECIAL EDUCATION COORDINATOR – DR. AMMER (ammer@sandiego.edu) FOR DETAILS. GUIDES ARE AVAILABLE ON THE HANDBOOK LINK ON THE SOLES LEARNING & TEACHING WEBSITE ([HTTP://WWW.SANDIEGO.EDU/SOLES](http://www.sandiego.edu/soles))

DIFFERENTIATED GRADUATE AND UNDERGRADUATE ASSIGNMENTS AND EVALUATION CRITERIA:

MASTER DEGREE and GRADUATE LEVEL CREDENTIAL CANDIDATES are evaluated at a different caliber of expectations than UNDERGRADUATES WHO ARE CREDENTIAL ONLY CANDIDATES. Specific additional graduate level assignments or added assignment requirements are listed in each course syllabi.

Admission to the USD master degree program is based on demonstration of a comprehensive set of academic skills that were mandated and demonstrated for granting of a bachelor degree. Course performance evaluation of research, scholarship, field-based experience and in-class discourse by graduate students is held to a higher set of criteria. Demonstration of graduate level scholarly writing, skills as a researcher and use of persuasive in-depth analysis skills will affect grading.

UNDERGRADUATE STUDENTS performance evaluation of research, scholarship, field-based experience and in-class discourse is evaluated in alignment with the university and professor expectations of a candidate for a bachelor degree. Additionally the bachelor level professional coursework in education is only related to credential criteria and not degree requirements for undergraduates.

Undergraduates may do some or all of the extra assignment work required of graduate students, however, the grading will be based on expectations for an undergraduate level knowledge, skills and experience. A 300 series special education course counts towards a Preliminary Education Specialist Credential. It cannot count as a graduate level course upon entering the master degree program of study.

REQUIREMENTS FOR ALL EDUCATION SPECIALIST CREDENTIAL CANDIDATES:

SOLES TECHNOLOGY WORKSHOP: ALL SPECIAL EDUCATION, MULTIPLE SUBJECT AND SINGLE SUBJECT TEACHING CREDENTIAL STUDENTS ARE REQUIRED TO COMPLETE AN ONLINE TECHNOLOGY WORKSHOP. **SIGN-UP** FOR THE REQUIRED WORKSHOP BY CONTACTING KATY ESTEY ([MAILTO:KESTEY@SANDIEGO.EDU](mailto:kesty@sandiego.edu)). IN THE E-MAIL PROVIDE YOUR FULL NAME AND USD ID#. THEN THE WORKSHOP IS MADE AVAILABLE IN YOUR BLACKBOARD FOLDER. THE WORKSHOP IS FREE AND YOU WORK AT YOUR OWN PACE. WHEN ALLTHE MULTIPLE CHOICE AND SHORT ESSAY QUESTIONS ARE COMPLETED A VERIFICATION IS AUTOMATICALLY SUBMITTED FOR YOUR CREDENTIAL.

Course Modules/Thematic Unit Big Idea Outline

This course is delivered in a module format. Themes are threaded throughout the course around a predetermined set of big idea thematic units. Text readings, assigned articles and course assignments draw from the thematic unit interface. Session readings, Internet explorations, and written assignments are posted in the *Course Session Pacer Guide EDSP 374/74* in the *Course Content* folder in Blackboard.

As the themes emerge for this course the details of each module will be further expanded in the *Learning Modules* in Blackboard. Students are responsible for checking Blackboard throughout the course for new research, global snapshots, information and assignment clarification.

Session	Module	Themes
Module One: Historical Foundations Of High Incidence Disabilities – A Global Evolving Perspective		
1	CH 1 High Incidence Disabilities Definition and Prevalence (SCK 3-22) Class Module Theme Discussion Global Emergence Recognition of Characteristics & Needs of individuals with high incident disabilities – At-risk Variance Amongst Individual & Across the World	Global Emergence Recognition of Characteristics & Needs of individuals with high incident disabilities – At-risk Variance Amongst Individual & Across the World <ul style="list-style-type: none"> ▪ CEC_ethical_principles_plain ▪ Ace & 6 Disposition Overarching Themes of Professional Practice USD & CEC <u>Module 1-1: Historical Global Perspective Mild to Moderate Disabilities</u> PowerPoint Overview Historical Characteristics & Current Directions Handout Notes PowerPoint <u>Academic Vocabulary Key Terms</u> <ul style="list-style-type: none"> ▪ Theme 1 Course Overview.docx
2	CH 2 The History & Current Trends Surrounding High Incident Disabilities Chapter 2 Historical Perspective &	<u>Module 1-1: Historical Global Perspective Mild to Moderate Disabilities</u> PowerPoint Overview Historical Characteristics & Current Directions Handout Notes PowerPoint

	Etiology ASD (Helfin & Alaimo)	<p><i>Academic Vocabulary Key Terms</i></p> <p>Critical Points Legal Mandates & Voices from the Community <u>Module 2.3 Eligibility Issues</u> 3.1 Discrepancy Decisions 3.2. High Stake Assessments</p>
3	CH 2 The History & Current Trends Surrounding High Incident Disabilities Chapter 2 Historical Perspective & Etiology ASD (Helfin & Alaimo)	<p><u>Degrees of At-Risk Academic, Social and Behavior Performance • Psychological, Situational, Familial Performance Variance</u> Psychological Foundations Triangle Representation Elements of Characteristics & Needs 1.2.2 Global Psychological Foundations Delineating At-Risk Categories</p> <p>Module 6: Neurological Brain Research, Genetics & Medical Aspects of Disabilities Imaging of the Brain for Understanding Learning Functional Magnetic Resonance Imaging Medical Aspects Disabilities PowerPoint Medical Aspects Handouts PowerPoint Medical Aspects Academic Language Key Terms Module 7: Action Research 1.0 Response to Intervention 2.0 Action Research Master Degree Teacher Researcher</p>
Module Two: Unique Characteristics & Learning Needs of Students with High –Incidence Disabilities		
4	<ul style="list-style-type: none"> CH 4 Characteristics Students Learning Disabilities (SCK 75-108) CH 1 Action Research Promise for Special Education (BP 3-15) CH 2 Improving Opportunities for Children with Disabilities Through Action Research (BP 16-31) Basic Principles for Conducting Action Research (BP 32-46) 	<p>Global Emergence Recognition of Characteristics & Needs of individuals with high incident disabilities – At-risk Variance Amongst Individual & Across the World <u>Module 1-2: Philosophic & Psychological Foundations Degrees of At-Risk Academic, Social and Behavior Performance • Psychological, Situational, Familial Performance Variance</u> Psychological Foundations Triangle Representation Elements of Characteristics & Needs Global Psychological Foundations Delineating At-Risk Categories on Research <u>Team PBL Case Study #1</u> Team Characteristics & Traits Matrix: Individual with Specific Learning Disability</p>
5	CH 5 Characteristics Student Behavior Disorders (SCK 109-138)	<p>Theories of Learning Implications for Teaching PowerPoint Theories of Learning Implications for Teaching Handouts PowerPoint Theories of Learning Academic Language Key Terms</p> <p>Social, Emotional Behavioral Changes PowerPoint Social, Emotional Behavioral PowerPoint Handouts Social, Emotional Behavioral Changes 4.3 Academic Language/Key Vocabulary Critical Points Legal Mandates & Voices from the Community <u>Team PBL Case Study #2</u> Team Characteristics & Traits Matrix: Individual with Behavior Disorder Disability</p>
6	CH 6 Characteristics Student Mild Mental Retardation (SCK 139-164)	<p>MR Aphasia Overview Mental Retardation Classifications Overview Possible Etiology Overview Characteristics Mental Retardation AAMR Fact Sheet Challenge to Viability of MR as Diagnostic Category Commentary Article (read) ERIC MR Digest Case Scenario Jeremy with Mental Retardation Functional Skills Website http://www.conovercompany.com/products/functionalskillssystem/Index.html <u>Understanding Cognitive Variance</u> 2 Developmental Psychology Academic Language Input Output Cognitive Process Information Processing Summary http://www.intime.uni.edu/model/information/proc.html <u>Team PBL Case Study #3</u> Team Characteristics & Traits Matrix: ual with Mental Retardation</p>

7	<ul style="list-style-type: none"> • CH 7 Characteristics Student Other High-Incidence Disabilities (SCK 165-187) • Ch. 1 Identifying & Describing Individuals with ASD (Heflin & Alaimo) 	<p><u>Module 3 Understanding Cognitive Variance</u></p> <p>Attention Deficit with Hyperactivity & Related Disorders PowerPoint ADD/ADHD and Related Disorders (Handouts PowerPoint ADHD & Related Disorders Academic Language Key Terms ADHD Supporting Handouts ADHD Measurement 20 Things to Do ADHD Johnson ADHD Training Guide ADHD Management Stimulant Medication Management Ritalin Rites Moving Targets CHADD Information Case Study ADHD Case Study Scenario <i>Team PBL Case Study #4</i> Team Characteristics & Traits Matrix: Individual with ADHD Alphonso</p>
8		<p>Module 6: Neurological Brain Research, Genetics & Medical Aspects of Disabilities</p> <p>L.1. Medical Psychotherapeutic Issues ASD</p> <p>Module 5: Autism Spectrum Disorders</p> <p>Identifying & Describing ASD Autism 20th Century Autism 21st Century Autism TRIAD Perspective Autism Framing ASD & PDD Support Information Handouts Asperger Info Sheet CLD Autism Primer Parent Teacher Autism Biomed DSM IV Criteria Case Study Autism Spectrum Disorder Case Autism Spectrum Historical Perspective Etiology ASD Medical News Today Autism Myths Riddles Missteps Autism Vaccine Facilitated Communication NBC 10 Myths About Autism NBC On Call Autism Collaborating to Develop Effective Program Creating Contexts for Instruction Behavior Management & Applied Behavior Analysis Passive Aggressive Autism Self Manage ASD Encouraging Communication & Verbal Behavior Enhancing Socialization & Social Competence References <i>Team PBL Case Study #5</i> Team Characteristics & Traits Matrix: Individual with ASD Kwon</p>

Module Three: Assessing Potential Instructional, Social & Transitional Needs Response to Instruction (RtI), Section 504, Individual Education Plan (IEP) & Transitional Plan (ITP) Perspective		
10	CH 8 Assessment for Academic Instruction (SCK 191-234)	<p><u>Module 2.2 Assessment and IEP Process</u> 2.1 PowerPoint Assessment & IEP Process 2.2 Handout Notes PowerPoint 2.3 Academic Vocabulary Key Terms <u>Module 2.4 Response to Intervention Emerging Trends IEP Link</u> 4.1 RTI Formative Classification 4.2 RTI An Overview from IRIS Peabody Teacher College Vanderbilt University National Center on Response to Intervention <u>Module 2.6 Clinical Teaching – School Based Support Teams</u> 6.1 PowerPoint Clinical Teaching 6.2 Handout Notes PowerPoint 6.3 Academic Vocabulary Key Terms <u>Team PBL Case Study #5</u> Team Characteristics & Traits Matrix: Individual Education Planning Team - Carlos</p>
11	CH 9 Evaluation for Social Instruction (SCK 235-260)	<p>Defining Social Competence Social Skills Adaptive Behavior Measuring & Assessing Social Integration Skills Stages of Learning Self-Determination & Advocacy Peer-Tutoring & Coaching</p>
Module Four: Educational Partnership in the 21st Century of Globalization		
12	CH 11 Collaboration, Consultation, Co-Teaching (SCK 283-314) Action Research Reading Afterward Looking Future Action Research Special Education (BP 129-136) CH 3 Collaborating to Develop Effective Programs ASD (Heflin & Alaimo)	<p>Collaboration Wrap around services Case Management Community Promoting Academic Acquisition Creating Communities</p> <p>Action Research Future Potential in Field of Special Education</p>
13	CH 12 Prevention & Early Interventions: Settings the Stages for Effective Instruction (SCK 315-350)	<p><u>Module 4: Theoretical Perspective & Expanding Understanding: New Directions Manifestations of Needs in the Eye of the Beholder</u> Young Children with Disabilities (CH 8) 1.1 PowerPoint Young Children with Disabilities 1.2 Handouts PowerPoint Early Childhood 1.3 Academic Language Key Terms <u>Module 4: Theoretical Perspective & Expanding Understanding: New Directions Manifestations of Needs in the Eye of the Beholder</u> Adolescents & Adults with Disabilities (CH 9) PowerPoint Young Children with Disabilities Handouts PowerPoint Early Childhood 2.3 Academic Language Key Terms Class ASD & Research Project Presentation</p>
14	CH 11 Organizing Instructional Opportunities in Nonacademic Environments (Heflin & Alaimo) Technology & New Literacy – Partaking in Global Society	<p>Technology & New Literacy – Partaking in Global Society Handouts 21st Century Global Economy Lifespan Realities Class ASD & Research Project Presentation</p>
15	Examination Class	<p>1. Characteristics and Needs Analysis Mild to Moderate Disabilities – PBL Vignettes 2. Mild/Moderate Characteristics & Needs Global community Resource Kit 3. Autism Spectrum Analysis Research Grounded Observation Report 4. Global Research Grounded Analysis of Characteristics & Needs of Specific Disabilities Analysis Report</p>

14	CH 11 Organizing Instructional Opportunities in Nonacademic Environments (Helfin & Alaimo) Technology & New Literacy – Partaking in Global Society	Technology & New Literacy – Partaking in Global Society Handouts 21 st Century Global Economy Lifespan Realities Class ASD & Research Project Presentation
15	Examination Class	1. Characteristics and Needs Analysis Mild to Moderate Disabilities – PBL Vignettes 2. Mild/Moderate Characteristics & Needs Global community Resource Kit 3. Autism Spectrum Analysis Research Grounded Observation Report 4. Global Research Grounded Analysis of Characteristics & Needs of Specific Disabilities Analysis Report

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Organizations

LDA: Learning Disabilities Association, 4156 Library Rd., Pittsburgh, PA 15234

CANHC California Association for Neurologically Handicapped Children

ACLD: ACLD. P.O. Box 61067, Sacramento, CA 95860

ASHA: American Speech and Hearing Association. 9030 Old Georgetown Rd., Washington, D.C. 20014

ATA: Association of Teachers of Arithmetic. Providence, RI

CLD: Council for Learning Disabilities. P.O. Box 40303. Overland Park, KS 66204 (913) 588-4523

DLD/CEC: Division for Learning Disabilities. Council for Exceptional Children. 1110 N. Glebe Rd., Suite 300, Arlington, VA 22201-5704

IRA: International Reading Association. 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19711

DYSLEXIA: International Dyslexia Society, 724 York Rd., Baltimore, MD, 21204 (301) 296-0232

San Diego Chapter Orton Dyslexia Society, P.O. Box 87448, San Diego, CA 92138-7448

Journals & Periodicals

Autism – Sage Publications, 2455 Teller Road, Thousand Oaks CA 91320.

Autism Research – Wiley Blackwell Library, 350 Main St., Malden, MA 02148

The Arithmetic Teacher: Association of Teachers of Arithmetic

Bulletin of the International Dyslexia Society

Elementary English: National Council of Teachers of English. 111 Kenyon Rd., Urbana, IL 61801

Exceptional Children: Council for Exceptional Children

Exceptional Education Quarterly: Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735 (512) 892-3124

Exceptional Parent: P.O. Box 101, Boston, MA 02117

Focus on Autism and Other Developmental Disabilities – Focus on Autism and Other Developmental Disabilities (formerly known as Focus on Autistic Behavior) has been redesigned and expanded to 64 pages. This journal provides practical elements of management, treatment, planning, and education for persons with autism and pervasive developmental disorders. Articles cover a variety of topics, including assessment, vocational training, curricula, educational strategies, treatments, integration methods, and parent/family involvement. Accomplished scholars and practitioners in special education and related disciplines contribute to Focus. Published quarterly. Editor: Richard Simpson, Ed.D.

Focus on Exceptional Children: 6635 E. Villanova Pl., Denver, CO 80222

Forum: Council for Learning Disabilities. Demonstration, hands on practical material.

Intervention in School and Clinic – One of the oldest and most widely read professional publications in the field, *Intervention in School and Clinic* deals almost exclusively with the day-to-day aspects of special and remedial education. Teachers and therapists who are interested in the education of students with problems will find it to be an innovative, readable, and invaluable resource offering practical and useful ideas ready for immediate implementation. Included are cover stories on timely, important issues; a variety of feature articles on classroom and clinical instructional strategies; the latest in instructional materials and assessment devices; reports on exemplary schools, clinics, programs, and individuals; and an array of free or low-cost books, guides, posters, and other useful items. Published five times a year. Editor: Gerald Wallace, Ed.D.

Journal of the American Speech and Hearing Association

Journal of Applied Behavior Analysis: Department of Human Development, University of Kansas, Lawrence, KS 66045

Journal of Emotional and Behavioral Disorders – The international, multidisciplinary *Journal of Emotional and Behavioral Disorders (JEBD)* features articles on research, practice, and theory related to individuals with emotional and behavioral disorders and to the professionals who work in the field. JEBD presents topics of interest to individuals representing a wide range of disciplines, including corrections, psychiatry, mental health, counseling, and many others. Published in the journal are original research reports; reviews of research; descriptions of practices and programs; and discussions of key issues covering topics such

as characteristics, evaluation, intervention, assessment, and legal or policy issues. Published quarterly. Editors: Michael Epstein, Ed.D. and Douglas Cullinan, Ed.D

Journal of Learning Disabilities ~ The Journal of Learning Disabilities (JLD), internationally recognized as the oldest and most authoritative journal in the area of learning disabilities, is a multidisciplinary publication containing articles on practice, research and theory related to this area. JLD provides the broadest possible view of what is happening in education and related disciplines throughout the world by serving as an open forum for diverse theories, ideas, and issues exclusively in the field of learning disabilities. Its editorial board encompasses over 150 distinguished consulting editors who have demonstrated competence in areas such as language, reading, mathematics, social skills, assessment, parent education, research design, neurology, vision, medicine, counseling, consultation, and administration. Published bimonthly. Editor in Chief: George W Hynd, Ed.D

Journal of Reading: International Reading Association

The Journal of Special Education. This pioneer journal in special education is internationally known as the prime research journal in the field. The Journal of Special Education (JSE) provides research articles and scholarly reviews by expert authors in all subspecialties of special education for individuals with disabilities ranging from mild to severe. JSE features include critical commentaries; intervention studies; integrative reviews of timely problems; traditional, ethnographic, and single-subject research; articles on families, transition, technology, general/special education interface, and legislation and litigation; thematic issues; and letters to the editor. Published quarterly. Editors: Lynn S. Fuchs, Ph.D., and Douglas Fuchs, Ph.D.

Learning Disabilities Focus: Division for Learning Disabilities/CEC. Demonstration, practical application journal. Established in 1985

Learning Disabilities Quarterly: Council for Learning Disabilities

Learning Disabilities Research: Division for Learning Disabilities, Research oriented journal. Established 1985

Move International Non-profit organization dedicated to helping children and adults with disabilities. 1300 17th St. City Centre Bakersfield, CA 93301-4533. 800/397-6683. E-mail: move-international@kern.org. <http://www.move-international.org>

Reading Research Quarterly: International Reading Association

The Reading Teacher: International Reading Association

Remedial and Special Education ~ Remedial and Special Education (RASE) is a professional journal that bridges the gap between theory and practice. Emphasis is on the interpretation of research literature and recommendations for the practice of remedial and special education. RASE offers feature articles on a wide spectrum of topics; coverage of controversial issues; articles authored/edited by specialists in general, remedial, and special education; and book reviews, research briefs, commentaries, and editorials. Published bimonthly. Editor: Lorna Idol, Ph.D.

Reading & Writing Quarterly: Overcoming Learning Disabilities. Taylor & Publishing Co., New York, NY (Editor: Jerome J Ammer)

Teaching Exceptional Children: Council for Exceptional Children

Topics in Early Childhood Special Education – Topics in Early Childhood Special Education (TECSE) deals with timely and important issues and trends in early childhood special education and also provides a focus on the status of this area of special education. TECSE translates theory and research into effective practice; presents articles by professionals in early childhood education, special education, and related fields; and provides a forum for ideas, knowledge, research findings, questions, and answers dealing with the special nature of preschool education. The journal's practical nature will help professionals improve service delivery systems for the preschool child with special needs. Published quarterly. Editor: Mark Wolery, Ph.D.

Topics in Learning and Learning Disabilities: PRO-ED, 5341 Industrial Oaks Blvd., Austin, TX 78735 (512) 892-3124

Professional Web Sites

www.cldinternational.org

Council for Learning Disabilities

www.ccc.speded.org

Council for Exceptional Children

www.move-international.org

Move International Non-profit Org Dedicated to Helping Children and Adults with Disabilities

Glossary of Terms

Acronyms

CC	Common Core (CEC/NCATE)
CCTC	California Commission on Teacher Credentialing
CEC	Council for Exceptional Children
GC	Individualized General Curriculum (CEC/NCATE)
INTASC	Interstate New Teacher Assessment and Support Consortium
L&T	Learning and Teaching
MRH	Mother Rosalie Hill Hall (School of Leadership & Education Sciences Building)
NCATE	National Council for Accreditation of Teacher Education
SOLES	School of Leadership & Education Sciences
SPED	Special Education
USD	University of San Diego

Definitions

Conceptual Framework: is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. (Section II: p. 1 CEC NCATE 2000 Standards)

Conceptual Framework: An underlying structure in a professional education unit that gives conceptual meaning through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability. (Section II: p. 35 1 CEC NCATE 2000 Standards)

Disposition: The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment. (p. 31 CEC NCATE 2000 Standards)

Knowledge Bases: Empirical research, disciplined inquiry, informed theory, and the wisdom of practice. (p. 32 CEC NCATE 2000 Standards)

Service: (Faculty and students) ... contributions to college or university activities, schools, communities and professional associations in ways that are consistent with the institution and unit's mission (Section II: p. 35 1 CEC NCATE 2000 Standards)

Skills: The ability to use content, professional, and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that all students are learning. (p. 35 CEC NCATE 2000 Standards)