

TEXT/COURSE INFORMATION – SPED 360 AND SPED 417X

Updated Fall 2007

SPED 360 – Introduction to Special Education (4 credits) - This course introduces pre-service special education teachers to the foundations and legal basis of special education, to the categories of exceptionality, and to service delivery models and professionals in special education. In keeping with State of Washington Administrative Code (WAC 180-78A-160), this course is the first in a professional course sequence whose mission is to prepare educators who can demonstrate a positive impact on student learning. The course is guided by the Woodring College of Education's conceptual framework, is based on current research and best practice, and reflects the essential academic learning requirements (EALRs) (available FOC at website <http://www.k12.wa.us/publications>).

Required Text & Support Materials:

Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional Learners: Introduction to Special Education* (10th ed.). Boston: Allyn and Bacon.

Hallahan, D.P. & Kauffman, J.M. (2006). *Cases for Reflection and Analysis for Exceptional Learners: Introduction to Special Education (10th ed.)*. Boston: Allyn and Bacon

SPED 417X – Supportive Learning Environments (4 credits) - This course is designed to help students progress toward achieving the following WCE Teacher Education Performance Standards:

Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of reading, writing, critical thinking, and problem solving skills.

Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Reflective Practice and Professional Growth: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

In addition, this course will help students progress toward the following Council for Exceptional Children (CEC) Performance Based Standards:

Standard 3: Individual Learning Differences

Standard 4: Instructional Strategies

Standard 5: Learning Environments and Social Interactions

Standard 7: Instructional Planning

Standard 8: Professional and Ethical Practice

Required Text & Support Materials:

Planning Effective Instruction. Diversity Responsive Methods and Management. By: Kay Price and Karna Nelson, Third Edition, Thompson/Wadsworth ISBN: 0-495 00757-9

The Tough Kid Book, Practical Classroom Management Strategies. By: Ginger Rhode, William Jenson, H. Kenton Reavis ISBN: 0-944584-54-3

Teaching Every Student in the Digital Age: Universal Design for Learning. By: Rose, D.H. and Meyer, A. ASCD ISBN: 0-87120 599 8

Optional:

The Tough Kid Tool Box: By: William Jenson, Ginger Rhode, Kenton Reavis. Sopris West ISBN: 1-57035-000-0