Course Information
Section 1, Code 41599/41603  2 + 1 semester hours
Section 2, Code 41600/41604  2 + 1 semester hours

Instructor Information
• Office:  ED 325A  • Ph. 278-5541 or 6622
• email:  <ostertag@csus.edu>
• website: <http://edweb.csus.edu/departments/eds>

Material

Purpose of Course
EDS 100A Education of Exceptional Children and Youth (30 hours lecture). The course teaches skills to general educators and other school and social service providers and community members who are essential in providing inclusive/integrated environments for differently abled children and youth. Environmental modifications including classroom, school, agency, and community/business settings are studied. Classroom modifications in curriculum, assessment, behavior management, and instructional methods are examined. Methods of establishing supportive networks among families, schools, agencies, and private business are presented. The full range of desirable programs in fully inclusive, multicultural settings across the age span is discussed including preschool, transition, vocational, and community based programs. This course meets the CTC requirements for the Multiple and Single Subjects Credentials.
Corequisite: EDS 100B. Lecture. 2 units.

EDS 100B Education of Exceptional Children and Youth (30 hours lecture). Field-based practice lab (30 hours field). Lab will be a synthesis and application of course content in a setting for students who receive special education services. Students will verify experiences in inclusive settings, agencies, and/or other natural environments.
Corequisite: EDS 100A. Graded. Credit/No Credit. 1 unit.

Course Objectives
Students will be able to partially meet these California CTC Teaching Performance Expectations:

**TPE B Standard 3.8**
Candidate understands when and how to make test accommodations for students with special needs.

**TPE C Standard 4.11**
Candidate adjusts lesson design to students’ current performance level(s).

**TPE C Standard 5.2**
Candidate ensures active and equitable participation.

**TPE C Standard 5.3**
Candidate ensures students understand what they are to do and why.

**TPE C Standard 5.10**
Candidate fosters access and comprehension for all learners.

**TPE C Standard 6A.7**
Candidate makes special plans for students who misbehave or have special needs.

**TPE C Standard 6B.11**
Candidate responds appropriately to students’ testing limits.

**TPE D Standard 8.6**
Candidate identifies students needing specialized instruction, including students with physical or learning disabilities, health status issues, other unique challenges, gifted.

**TPE F Standard 12.5**
Candidate understands laws regarding English learners, gifted, or disabled students, including implications for classroom placement.

Points to Ponder
1. Regular attendance is required. Points will be deducted for each absence, regardless of reason!
2. Late work will be accepted, but 50% of the total points possible will be deducted for each class meeting it is late. 99.9% of all excuses will be unacceptable.
3. Under emergency special circumstances a student may request an *Incomplete* for the course. The student will have one year to complete the course. If, after the one-year period, the student does not complete the course, the I turns into a grade of F.
Note: The instructor does not generally give Incompletes for students who have mismanaged their time, resulting in the inability to complete the course requirements. However, under “overload” circumstances, the instructor may agree to give the student an Incomplete with the understanding that a letter grade of B will be the highest possible grade that can be earned for the course.

4. Professional deportment is required of all class participants. The instructor reserves the right to modify a student’s final grade at his discretion, for inappropriate course behavior or nonprofessional actions.

5. Policies for Serving Students with Disabilities

California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus or off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices prior to enrollment in a program or a specific course to obtain special services. A student must contact the Services to Students with Disabilities Office located on the main campus in 1008 Lassen Hall (916) 278 6955 (voice) or 278-7239 (TDD) at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary if reasonable accommodations include the hiring of sign language interpreters, notetakers, or the pre preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable timeframe to assure that specific accommodations can be provided in a timely fashion.

Tests/Assignments

- **Exam:** (200 points; Due November 11th)
  Text: Special Education, Chs. 1–6 & 8–12 [take home]

- **Teacher Interviews:** (50 points; Due October 21st)
  Write interviews conducted with two special education teachers at an elementary, junior or senior high school site. One of the interviews should be with a RSP or Learning Center teacher, and the other with a SDC teacher. The responses to the interview should be typed separately and then followed with a comparison of the two special educators’ views. Include a copy of a blank IEP for a bonus point. The interviews should follow exactly the format included in the syllabus. Also, note the interview questions in the attached Addendum.

  **NOTE:** You may team with two other students to conduct the teacher interviews and submit one report.

  [OR, for those practicing teachers with more classroom experience, you may choose to do the alternative assignment below instead of the required Teacher Interviews.]

  - **Lesson Plan Adaptations:** (50 points; Due October 21st)
    Type and submit one scripted instructional unit for a general education class that covers a minimum of one week (or five total individual lessons) with adaptations for four challenged pupils. The unit lessons will cover 20 to 45 minutes of presentation each. Your class may be at any level and subject of your choosing. Assume that you will be teaching students representing different cultural and linguistic backgrounds, as well as the complete range of diversity present in most urban schools.

    Each typed unit lesson plan format will be as follows (similar to a Madeline Hunter lesson design):

    | Pts | Element |
    |-----|---------|
    | I | Cover Page |
    | II | Title 2 |
    | III | Anticipatory Set (Transition activity which occurs during the time students are physically and mentally shifting gears from the activity just finished to the lesson). |
    | IV | Stated Behavioral Objective & Its Purpose (Involves teacher communication which informs the student what s/he will be able to do at the end of the instruction and why that accomplishment is important, useful, and relevant) |
    | V | Materials Needed (overhead, markers, writing paper, computer, etc.) |

Dr. Bruce A. Ostertag
EDS 100 A/B Course Syllabus
10 VI Instructional Input/Methodology
(Information to be presented and general methodology to be used in instruction. This includes modeling, presenting, feedback, guided and other independent practice procedures, checking for understanding, materials used, etc. Endless possibilities.)

2 VII Staffing (Utilization of aides, special education personnel, volunteers, co-teachers, peer/cross-age tutors, etc.)

20 VIII Adaptations (Specific curriculum, presentation, homework, grading, etc., modifications that will be made to make the lessons more accessible for the below included students):

a. Student with learning difficulties significantly below reading and writing grade levels.
b. Student with sensory involvements (severe difficulties in vision and hearing)
c. Student with attentional problems
d. Student with physical challenges (significant difficulty interacting verbally and in writing)

3 IX Evaluation (How student learning of the lesson will be measured. Portfolio development, curriculum-based test, oral or written report, videotape, Internet search, teacher-made assessment, etc.)

5 X Sample Materials (teacher or basal worksheets, tests, etc. Provide copies of the general class and adapted/alternative materials)

• Attendance: (50 points–5/10 per session; Due daily) Classroom attendance is required. Five points will be given for most class meetings attended (Maximum = 40 points. No points for first/last day of course.). Ten points each assigned for last two class lectures. Two absences, regardless of reasons, will lead to an automatic grade reduction for the class. Three or more absences, regardless of reasons, will lead to an automatic F. Additionally, students who arrive late or leave early will have points deducted. Chronic leaving or tardiness will also lead to an automatic F or grade reduction at the discretion of the instructor.

Bonus Assignments (Optional – Maximum Points Allowed = 15 points)*

• Access Web CT Class Site Bonus: (5 points*; Due October 28th) (Individual Bonus Assignments)
There are two options, each worth five (5) points and based on accessing our course via website.
1. Write your personal response to posed questions on our site Bulletin Board and dedicated E-mail. You will have to access the course site to see these questions. Choose one question each from the Bulletin Board and dedicated E-mail. Responses are expected to be two–four paragraphs in length and submitted to the course instructor on the Bulletin Board and/or dedicated E-mail. Please note that each of these activities is worth five (5) bonus points. More information will be forthcoming.

and/or

2. Go to an educational link (of interest) on the Internet and write up a brief (paragraph) synopsis of the site contents. Include the URL for this site. Also, provide an example (paragraph) on how you might utilize this site as an educator per students with unique needs. Submit your report on E-mail to the course instructor to earn the five (5) point bonus. More information will be forthcoming.

and/or

3. Go to the Smith textbook site (through our website) and respond to the Multiple Choice questions for ONE of the chapters. Submit your responses as hard copy to the course instructor to earn the five (5) bonus points.

• Bonus Notebook: (5 points*; October 14th) [Individual bonus assignment]
The organization of the “Supplemental Notebook: EDS 196B, Ostertag, et al” into topical chapters shall be worth five (5) bonus points. A typed cover page (with your name!), a typed table of contents and tab separators per chapter must be included for bonus consideration. These notebooks will be graded in class.

• Interview-Professional/Parent: (5 points*; Due October 21st) [Individual bonus assignment]
An additional interview conducted with one of the below school personnel shall be worth five (5) bonus points. This typed interview is more open-ended than the previous special educator interviews; no specific format or questions are required. The general intent of this interview is to obtain the views of the chosen person in terms of special education (i.e., interactions with special
education teachers/students, modifications/adjustments; attitude, integration efforts, grading, etc. Personnel: 1) Principal; 2) Vice Principal; 3) Nurse; 4) Counselor; 5) Psychologist; or 6) General Ed Teacher. A parent with a child who is or who has received special education services may also be interviewed.

- **Observation**: (0 points—required; Due December 9th)

California State Law requires an observation of disabled pupils component with this mandated course. CSUS has interpreted this requirement to be 30 hours in length; some prior experiences may waive these hours. This requirement must be met in order to receive a final grade for the course. Further elaboration will be forthcoming.

**Grade**: (A cumulative point total):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Pt. Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>283-300</td>
<td>94</td>
</tr>
<tr>
<td>A-</td>
<td>270-282</td>
<td>90</td>
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<tr>
<td>B+</td>
<td>261-269</td>
<td>87</td>
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<td>D</td>
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<td>60</td>
</tr>
<tr>
<td>F</td>
<td>179-m</td>
<td>59-m</td>
</tr>
</tbody>
</table>

**EDS 100 A/B Course Syllabus**

**Summary of Tests/Assignments:**

<table>
<thead>
<tr>
<th>Task</th>
<th>Pts</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>50</td>
<td>Daily</td>
</tr>
<tr>
<td>Bonus Notebook</td>
<td>*5</td>
<td>October. 14</td>
</tr>
<tr>
<td>Interviews/Lesson Plan</td>
<td>50</td>
<td>October. 21</td>
</tr>
<tr>
<td>Bonus Interview</td>
<td>*5</td>
<td>October. 21</td>
</tr>
<tr>
<td>Bonus Email/Bulletin</td>
<td>*5</td>
<td>October. 28</td>
</tr>
<tr>
<td>Questions/Text Questions</td>
<td>*5</td>
<td>October. 28</td>
</tr>
<tr>
<td>Bonus Internet Education Site</td>
<td></td>
<td>November. 11</td>
</tr>
<tr>
<td>Exam</td>
<td>200</td>
<td>November. 11</td>
</tr>
<tr>
<td>Observation</td>
<td>0</td>
<td>December. 9</td>
</tr>
</tbody>
</table>

**Total Pts. Possible = 300  *Bonus Pts. Possible = 15**

Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation.
Guidelines for EDS 100B: “Education of Exceptional Children/Youth”

Fieldwork Requirements*

1. Minimum of thirty (30) clock hours of observation of exceptional individuals in an instructional setting.
2. At least twenty (20) of those hours must be in an instructional setting with three to 22-year-old pupils formally enrolled in a special education program (e.g., special day class, resource room, equivalent post secondary programs).
3. Meeting of the above criteria must have occurred within the last seven (7) years.
4. Observation(s) may occur in more than one setting.
5. EDTE 103, “Tutoring Children,” is acceptable as meeting the required observational hours if the tutored pupil is formally enrolled in a special education program.
7. Examples of acceptable instructional settings include (for at least partial credit towards requirement):
   a. public/private school programs with integrated special education students (30 hours);
   b. public/private school programs with integrated gifted students (10 hours);
   c. special education programs (30 hours);
   d. GATE (Gifted and Talented Education) programs (10 hours);
   e. continuation high school, Bilingual/ESL and Chapter I programs with integrated special education students (30 hours);
   f. special Olympics coaching (10 hours);
   g. parenting an individual who is in a special education program (10 hours);
   h. preschool (birth-3 years) Special Education (10 hours);
   i. adult (post-22 years) Special Education (10 hours).

* Most districts allow students to directly contact a school, school principal, or a special classroom teacher to arrange for the hours of observation.

NOTE:

i. Waivers not granted for experience acquired during enrollment in EDS 100A/B.
ii. Waivers for Fall semester must be submitted by October 15.
iii. Waivers for Spring semester must be submitted by March 15.
iv. Waivers for Summer Semester must be submitted by May 15.
v. Waivers for Winter Semester must be submitted by January 15.

Sample Letter

(Letterhead)

(Date)

Dear Dr. Ostertag,

(Your name) has observed special education students in our program for (number) hours during (timespan).

Sincerely,

(Name of verifier)
<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEPTEMBER</strong></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Labor Day Holiday. No Class.</td>
</tr>
</tbody>
</table>
| 9    | Overview of Course, Topics and Requirements, Lesson Simulation, Using our Website.  
Reading: Smith, Chs. 1 & 2  
Video: Look Who’s Laughing Now (pt. 1) |
| 16   | Principles of Teaching, Federal and State Legislation, Related Professional Services and Personnel, Resources, simulations  
Videos: Christopher  
Reading Assignment: Smith, Chs. 3 & 4 |
| 23   | IEPs, Inclusion, Roles of Educators/Counselors/Nurses  
Videos: Regular Lives  
Reading Assignment: Chs. 5 & 6 |
| 30   | Developmental Disabilities, Emotional Difficulties, simulations  
Videos: West 57th-Down’s Syndrome and It’s a New Day  
Reading Assignment: Chs. 8 |
| **OCTOBER** | |
| 7    | Learning Differences, Traumatic Brain Injury, ADD, simulations  
Video: Lab School  
Reading Assignment: Ch. 9 |
| 14   | Hearing Impairments, Speech and Language Disorders, simulations  
Videos: Sixty Minutes - Cochlear Implants  
Audio: Getting Through  
Reading Assignment: Smith, Ch. 10  
Due: Bonus Notebook |
| 21   | Physical and Health Disorders, Autism Spectrum Disorders, Visual Impairments, simulations  
Videos: Chapter One and Without Pity  
Reading Assignment: Smith, Ch. 11  
Due: Interviews/Lesson Adaptations and Bonus Interviews |
| 28   | Debrief interviews, Multicultural Special Education, Giftedness, simulations  
Videos: KidAbility: Disability Sensitivity and Awareness for Children  
Reading Assignment: Smith, Ch. 12  
Due: Bonus Email Questions, Bulletin Board Questions, Education Site Review |
| **NOVEMBER** | |
| 4    | Modifying curriculum, Modifying Testing, Transition to Work, Course Summary.  
Videos: Look Who’s Laughing Now (pt. 2)  
Reading Assignment: Preparation for Exam |
| 11   | Due: EXAM  
Take Home Exam Graded |
Special Educator Interviews (50 Points)

Interviewer(s):

I. RSP/Learning Center Interviewee (20 points)
   a. Interviewee (optional):
   b. Job Title/Level:
   c. School/Address:
   d. Synopsis of Interview Questions (items 1 - 23 of Addendum)

II. SDC Interviewee (20 points)
   a. Interviewee (optional):
   b. Job Title/Level:
   c. School/Address:
   d. Synopsis of Interview Questions (items 1 - 23 of Addendum)

III. Comparison of Above Interviews (narrative – 5 points)

IV. Personal Conclusion(s)/Reaction(s) to Findings (narrative – 5 points)

V. Sample Blank IEP Attached (1 point bonus)

ADDENDUM TO INTERVIEWS (Instructors)

Interview Questions:
[Does not have to be in complete sentences.]

i. Length of time at current site?
ii. Length of time a teacher?
iii. Other grades/programs/courses taught?
iv. Number of students in total special ed program? In your specific class/program?
v. How many full-time special educators and therapists are at your site? Please identify (I.e., RSP, Speech Therapist, etc.). Who else provides special education services to your site? Please identify.
vi. What is the ratio of male to female students in your class/caseload?

vii. How are special education services delivered at your site (please indicate any/all that apply)?
   a. learning center
   b. resource (consultative model)
   c. resource (pull-out model)
   d. full inclusion
   e. partial inclusion
   f. separate special ed class/
   g. in-class (general ed)
   h. other (identify):

viii. In general, are your students who receive services aware as to why they are in special education? Do you (or another professional) provide counseling per the specific challenges faced by your students? If yes, please share some examples.

ix. Approximately, how much time (%) do your students spend in general education programs? Please share examples of what subjects and/or activities in which they participate. Indicate other areas in the general education program in which you believe they can/should be participating. What general education areas (if any) do you feel they may not find success? Why or why not?

x. Do other site teaching faculty attend IEP meetings?
   a. Please identify b. Why/Why Not?

xi. Do Administrators attend IEP meetings?
   a. Please identify b. Why/Why Not?

xii. Who typically attends an IEP meeting?
   a. Please identify b. Who should be attending? c. How often do parents attend?

xiii. Length of time for an average IEP meeting?
   a. Initial b. Review? c. Final?

xiv. Are regularly scheduled meetings occurring between site faculty and special educators?

xv. Number of times consultation with other site faculty occurs (daily, weekly, etc.)?

xvi. Has your site implemented “Student Study/Success Teams?”
   a. If yes, are you a participating member? b. How often do you meet?
xvii. What interactions do you have with the following professionals? Please describe.
   a. School Counselor
   b. School Nurse
   c. Social Worker
   d. Program Specialist
   e. Bilingual Educators
   f. Mental Health Specialist
   g. Other (Please identify)

xviii. Do you (or another professional) provide awareness inservices for faculty, staff, and/or parents? Do you provide awareness activities for general education students? If yes, please share some examples.

xix. How are your students graded?

xx. What major modifications, adaptations are made by general educators to meet the special needs of your students?

xxi. What major modifications, adaptations would you like to see general educators make to meet the special needs of your students?

xxii. Inclusion concept (per IDEA) functioning successfully at your site?
   a. Reasons for successes?
   b. Reasons for failures?
   c. What could be done at your site to achieve inclusion success?

xxiii. What is your opinion about “full inclusion?”

xxiv. Other? General Comments?

September, 2002

To Whom it May Concern:

The attached Supplemental Notes, authored by myself, are permitted to be copied by students enrolled in any of my courses at CSUS. Any and all materials included in the book have received copyright clearance and may be recopied.

No additional copies may be duplicated for external purposes or monetary gain by any other source.

Please contact me if you have any questions regarding any of the above stipulations.

Sincerely,

Dr. Bruce A. Ostertag
Professor of Education
(916) 278-5541
ostertag@csus.edu
Date: September, 2002  
To: Special Educators, Counselors, Principals  
From: Bruce A. Ostertag, Ed.D., Professor, Education of Exceptional Youth course  
(email: ostertag@csus.edu)  
Subject: Interviews

I would like to offer you my sincere appreciation for volunteering to be interviewed by my students in the CSUS course, Education of Exceptional Children/Youth. As many of you already know, this is a required course for all Multiple Subjects and Single Subject teacher credential candidates. All potential teachers are introduced to special education and the students enrolled in such specialized programs. One major topic within the course is the concept of inclusion and how a general education teacher can successfully work with students who may have disabling conditions. Needless to say, many of my teacher candidates come in with preconceived notions regarding challenged students and special education programs.

Though I address the obvious issues, laws, logistics and techniques in the due course of this class, I have found many teacher candidates need a dose of the “real world.” This is where interviews with you are invaluable. I cannot over-emphasize the benefits my graduate students accrue from these visitations and discussions. It has been verified by many of you who have been interviewed previously, that these meetings are true change agents. Many of the interviewers leave these encounters with a more positive attitude towards our challenged youth and are more inclined to accept these pupils into their general education classes.

Just a brief word regarding confidentiality: No identifying data is recorded if you wish to remain anonymous. Only your district and level (elementary, middle, junior high or high school) are reported along with your responses to the standard questions. Lastly, let me assure you that I am not using the recorded data for any research or report. In fact, all submitted work is returned to the teacher candidates after I grade the material.

Again, I sincerely appreciate you taking time out of your extremely busy schedule to help these future teachers. If you have any questions or suggestions regarding the above interviews, please feel free to contact me at: http://edweb.csus.edu/departments/eds, ostertag@csus.edu, or 916/278-5541(wk).

Thank you.