

## COURSE SYLLABUS COVER SHEET

Lewis & Clark College  
Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

<b>Course Number</b>	<b>SCED 512</b>
<b>Course Name</b>	<b>Special-Needs Populations in Schools</b>
<b>Term</b>	<b>Summer 2012</b>
<b>Department</b>	<b>Educational Leadership</b>
<b>Faculty Name</b>	<b>Jeremy Birch</b>

**Catalogue Description:** *Overview of the special-needs child in today's schools and the knowledge and skills necessary to better advocate on behalf of this student. Topics include exceptionalities including communication disorders, learning disabilities, mental retardation, emotional disturbance, behavioral disorders, orthopedic impairments, traumatic brain injuries, hearing and vision impairments, and special talents and giftedness. Participants review criteria for special-needs populations as outlined in the Oregon Administrative Rules.*

### **GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

GSEC GP (2) Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.

*Class meeting(s) or assignment(s) addressing this standard: 7/23, 7/24*

GSEC GP (8) Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.

*Class meeting(s) or assignment(s) addressing this standard: 7/24, Final*

TSPC OAR 584-017-0441 (2) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to apply deep and broad understanding of Oregon's four developmental domains.

*Class meeting(s) or assignment(s) addressing this standard: 7/23-7/27*

TSPC OAR 584-017-0441 (3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.

*Class meeting(s) or assignment(s) addressing this standard: 7/23-7/27, Final*

TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.

*Class meeting(s) or assignment(s) addressing this standard: 7/24, 7/27*

TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families.

*Class meeting(s) or assignment(s) addressing this standard: 7/24, 7/27*

TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.

*Class meeting(s) or assignment(s) addressing this standard: 7/23, 7/24*

TSPC OAR 584-017-0441 (9) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the colle

*Class meeting(s) or assignment(s) addressing this standard: 7/25, Final*

TSPC OAR 584-017-0441 (10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.

*Class meeting(s) or assignment(s) addressing this standard: 7/27, Final*

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	<b>R</b>
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions \*P = Practicum

**Student Performance:**

Student performance criteria appear on page 4 of this syllabus (student performance includes goals, evidence, and levels of performance).

## Special Needs Populations in Schools

### SCED 512

Summer Term 2011

#### **Class Location/Dates/Times: Miller Center, Room 206**

July 23 – 27 (Monday – Friday) 9:00 am – 4:00 pm

2 credits

#### **Instructor Information:**

Jeremy Birch, M.S.

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#### **Required Text and Other Course Material:**

- \_McLaughlin, Margaret (2009) *What Every Principal Needs to Know About Special Education – 2nd Edition*. Corwin Press, Thousand Oaks, California.
- \_Oregon Administrative Rules (OAR), for special education/eligibility forms\*
- \_Tag Administrator Toolkit, ODE 2009 (Selected sections)\*
- \_Other readings and internet references may be provided prior to a topic discussion or during a class session

*\*Provided by instructor and/or available online*

#### **Course Description:**

This course will provide students with an overview of the special needs populations in today's schools. Students will build the knowledge and skills needed to better work with and advocate on behalf of all students, including learners from diverse cultures. The course includes an overview of applicable state and federal laws and regulations, eligibility for special education, and the IEP process. A variety of exceptionalities will be discussed, including: learning disabilities, mental retardation, communication disorders, autism spectrum, emotional disturbance, other health impairments (ADHD, etc.), and talented and gifted.

#### **Course Goals/Objectives:**

1. Students will demonstrate their understanding of the legal framework of special education, as applied to educating students with disabilities.
2. Identify qualifiers for special education services (IDEA) and 504 Accommodation Plans (504)
3. Identify qualifiers for Talented and Gifted (TAG) services.
4. Understand the differences between mental health (DSM-IV disorders) and educational criteria (OAR handicapping conditions).
5. Advocate on behalf of special needs students for instructional accommodations, behavior support, and/or modifications and related services.
6. Advocate on behalf of special needs students and their families for community resources and assistance.

#### **Non-discrimination Policy/Special Assistance:**

Lewis and Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

**Participation in the Learning Community:**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor/therapist involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to the learning community in another way. If you must be absent of late, please contact the instructor at least several hours prior to class. You will need to contact a classmate for copies of materials handed out in class. In some circumstances, grades may be affected by absenteeism.

**Disability Services Statement**

In compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, this course will provide equal educational opportunities for all qualified students with disabilities. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7156 [www.lclark.edu/offices/student\\_support\\_services](http://www.lclark.edu/offices/student_support_services)). After you have submitted documentation and completed the required forms to request accommodations for the current semester, staff in that office will notify the instructor of the accommodations for which you are eligible. Methods, materials, activities, and/or assignments will be modified in such cases in order to provide for equitable participation in the course.

**Reading Assignments, Films:**

The information provided by the text, articles, websites, and films are paramount to mastering the material and successfully attaining the course objectives. Three films will be assigned, two to be viewed in class (Misunderstood Minds; F.A.T. City;); one which you will need to watch prior to class discussions (July 23, *Little Man Tate*).

All written assignments and group oral presentations are due on the assigned date. You may turn in papers via e-mail, or by hard copy on the due date.

**Grades:**

Grading is based on the following:

1. Class participation, including **attendance** (40%). This includes readiness to discuss assigned readings.
2. Written assignments and oral presentations (60%)

**Total Points:**

Attendance and Participation .....	100 pts
Reflection Paper.....	50 pts
Group Project Presentation: .....	25 pts
Final Paper.....	75 pts

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Total points: 250

A = 94-100%	A- = 90-93%	
B+ = 87-89%	B = 83-86%	B- = 80-82%
C+ = 77-79%	C = 73-76%	C- = 70-72%

Any grade below a C- is not passing the course.

**July 23:**

- Introductions / Syllabus review
- Experiences with students with exceptionalities
- Video: Beyond F.A.T City
- Article on Positive Behavior Intervention Systems (PBIS) / Discuss
- Case Study

**READ FOR NEXT CLASS:** Article on Pyramid of Interventions/RTI

**July 24:**

- PBIS – Counselor’s role in establishing behavior interventions
  - o Guest Speaker (possible)
- Article Discussion
- Section I of Text / Discussion
- SPED Processes
  - o Traditional – Pre-Referral, Referral, Evaluation, Eligibility
  - o RTI – Intervention, Referral, Evaluation, Eligibility
- Case Study

**READ FOR NEXT CLASS:** Article on teacher efficacy

**BRING TO NEXT CLASS:** Blank IEP Forms; Eligibility forms; Oregon Administrative Rules for SPED [www.ode.state.or.us/offices/slp/spedoars.pdf](http://www.ode.state.or.us/offices/slp/spedoars.pdf). (*Child Find - Eval/Elig only*)

**July 25:**

- Article Discussion
- Special Education Eligibilities
  - o Eligibility Criteria
  - o Evaluation Methods
- Discipline and the Law for SPED students
- 504 Plans
  - o IDEA vs ADA
- Section II of Text / Discussion
- Case Study

**READ FOR NEXT CLASS:** Dual Exceptionalities Article

**July 26**

- Discipline and the Law for SPED students
- TAG Identification
- Section III of Text / Discussion
- Case Study

**READ FOR NEXT CLASS:** Article on counselor’s role as advocate

**July 27**

- Article discussion
- Video: Misunderstood Minds
- Final Exam and Oral Presentations
- Closure and Course Evaluation

## **SUMMATIVE ASSIGNMENTS**

**Reflection paper** (2 pages, approximately): Based on your new knowledge of special education and exceptional learners, has your vision of the school counselor's role changed? What new learning will be most useful to you? Due by 4:00 p.m. July 28, submit electronically to instructor.

Ø **Final exam and oral presentation:** In class, July 27

From sample cases provided by the instructor, students will address the following:

1. Child Find
2. Describe how these issues may or may not meet educational eligibility criteria for special education handicapping conditions.
3. How the student's issue may or may not impact their ability to benefit from their educational program
4. What accommodations and/or modifications might the student might be applicable (instructional, behavioral)
6. Discuss best practice/evidence based intervention goals you might establish.
7. Describe a support plan, including any community resources, which you would share with the family.

You will work in small groups and may appoint one person to present orally, but each student is responsible for their own written summary of the questions. Students may bring laptops to write their summaries if desired.