

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
 Graduate School of Education and Counseling

Course Name Special Needs Populations in Schools

Course Number	SCED 512
Term	Summer 2015
Department	Educational Leadership
Faculty Name	Lori Prater

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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>

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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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 collection of data. <i>Class meeting(s) or assignment(s) addressing this standard:</i>
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. <i>Class meeting(s) or assignment(s) addressing this standard:</i>

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).

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

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

LEWIS & CLARK COLLEGE

Graduate School of Education and Counseling

SPED 510: Educating Students with Exceptionalities: Learning and Legal Issues

SCED 512: Special Needs Populations

SPSY 517: Exceptional Children In Schools (2 SH)

Summer 2015

Syllabus

Instructors:

June: Lori Prater: loriprater@lclark.edu; 503-975-7411

July: Brenda Martinek (add contact info) & Chris Shank, Disability Rights Oregon, cshank@disabilityrightsoregon.org, 503.243.2081

Class Meetings:

June: 19-30 Mondays & Fridays 9:30-3:30 & Tuesdays 1:30-4:30

July: 6, 10, 20, 24 Mondays & Fridays 9:30-3:30 and Thursdays 9 & 23 1:30-4:30

Instructional Materials

Lo, L. (2012). Demystifying the IEP process for diverse parents of children with disabilities. *Teaching Exceptional Children*, 44(3), 14-20.

Meyen, E. L. & Bui, Y. N. (2007). *Exceptional children in today's schools: What teachers need to know (4th edition)*. Denver: Love Publishing Co.

Murdick, N., Gartin, B., & Crabtree, T., (2014). *Special education law (3rd edition)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Obiakor, F. E. (2011). Maximizing access, equity, and inclusion in general and special education. *The Journal of International Association of Special Education*, 12(1), 10-16.

www.ode.state.or.us. Oregon Department of Education, School Age Forms. IEP 15 & Younger

www.ed.gov Student Access: Section 504 of the Rehabilitation Act

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_584/584_065.html

Catalog Descriptions

SPED 510: Analysis of child/adolescent development and the cognitive, linguistic, motor, behavioral, and learning characteristics of individuals with special needs. Topics include characteristics of exceptional learners, special-education history, current policies and procedures based on scientific research, incorporation of technology, and legal issues. Students develop or refine a research-based foundation in the education of students with special needs, including the impact of linguistic and cultural variability on special education eligibility and practice.

SCED 512: 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.

SPSY 517: Overview of the exceptional child in today's educational setting. Provides a basic understanding of special educational law and public policy related to the birth-to-three early intervention, preschool, K-12, and vocational transitioning populations. Exceptionalities studied include communication disorders, learning disabilities, intellectual disabilities, emotional disturbance, behavioral disorders, orthopedic impairments, other health impairments, traumatic brain injuries, hearing and vision impairments, and giftedness. Students gain an understanding of the criteria requirements for each category as outlined under the Oregon Administrative Rules and some of the unique evaluation considerations for each.

Summer 2015

SPED 510/SCED 512/SPSY 517

Course Description

SPED 510: Successful practice as a special educator is determined by student learning, which in turn is built on a foundation of validated techniques specific to individuals with disabilities. Though similar in many areas to the foundations of general education, special education policies, procedures and practices are drawn from a variety of information including child/adolescent development, curriculum & instruction, disability research and the requirements of legislation and litigation. This course focuses on the confluence of these different sources of information and the school based programs, services, roles, requirements, and responsibilities which are the result.

SCED 512/SPSY 517: Though similar in many areas to the foundations of general education, special education policies, procedures and practices are drawn from a variety of information including child/adolescent development, curriculum & instruction, disability research and the requirements of legislation and litigation. This course focuses on the confluence of these different sources of information and the school based programs, services, roles, requirements, and responsibilities that are the result.

Course Goals

Students in this class will:

- Demonstrate an understanding of high and low incidence disabilities and how they affect students' educational performance.
- Demonstrate an understanding of laws, court cases, legislation and regulations that affect special-education practice and equitable education for students with exceptionalities.
- Demonstrate an understanding of the special-education processes and procedures as they apply to individuals with exceptional learning needs.
- Demonstrate an understanding of their role in advocating on behalf of special needs students for instructional accommodations, behavior supports, modifications, and related services.

Instructional Approach

Students in this course use hands-on explorations and collaborative problem solving to build their foundational knowledge of students with exceptional needs and the policies and procedures of special-education programs.

Relationship to GSEC Guiding Principles, OARs, and CEC Standards

This content and instructional approach for this course strongly supports the GSEC Guiding Principles, the SPED standards outlined in the Oregon Administrative Rules (OAR) 584-065-0035 (4) (a-j), and the Council for Exceptional Children's Initial Preparation Standards. See Course Cover Sheet for assignments related to each principle and standard.

Technology Integration

It is expected that students use Moodle, web-based resources, and electronic communication.

Accommodations for Students with Disabilities

If you are a student with a documented disability who will require accommodations in this course, or if you would like to seek such documentation, please contact Student Support Services, located in Albany 206 on the undergraduate campus. Student Support Services personnel will help you develop a plan to address your academic needs. Students who are already registered with Student Support Services and wish to receive accommodations in this course are strongly encouraged to share the recommended accommodations with me in a timely manner.

Academic/Professional Conduct

Academic honesty and integrity are core values at Lewis & Clark College. Adherence to the norms and ethics of professional conduct are a part of this commitment. Members of Graduate School community both require and expect one another to conduct themselves with honesty, integrity, and adherence to professional norms of behavior. Policies related to academic and professional conduct can be found in the Graduate Catalog: <http://docs.lclark.edu/graduate/>. I urge you to review these policies carefully and to understand them fully. If you have any questions, please speak with me.

Assessment Criteria

There will be a rubric available for each assignment that will evaluate content and professionalism, including pragmatics, content and form.

Course grades will be based on the following:

1. Participation – includes readiness to discuss assigned readings, involvement in class activities, and completion of written tasks – 1/3 of grade
2. Projects (written assignments, teaching opportunities) – 2/3 of grade

Tasks	Points	Standards/Goals
Attendance and Participation	100	All – Active engagement is crucial for creating a community of learning.
Roles & Responsibilities x 2	50	1 st - on demand at first session, 2 nd – turned in at last session
Disability Lesson	100	Course Goal 3; GSEC GP (6) Assessment; GSEC GP (7) Research and Reflection
Resource Guide	50	All – the purpose is to promote life-long learning and discovery
<i>Total</i>	300	

Grading Scale (A passing grade is C or higher.)

A = 94-100% A- = 90-93%

B+ = 87-89% B = 83-86% B- = 80-82%

C+ = 77-79% C = 73-76% C- = 70-72%

Course Assignments

Professional Roles and Responsibilities in Special Education – You will compose two reflection papers, one as the term begins and one as the term closes. In the first paper (*which will be done during the first class*), please reflect on your experiences with individuals with exceptionalities and what you imagine your role as a professional will be in relation to students on IEPs and the special education process. In that piece reflect also on what you imagine your interactions with related professionals in the field will be (specifically school counselors, school psychologists, and special and general education teachers). In the reflection paper you write at the end of the term, read again what you wrote at the beginning of the class and write now about how your views are the same and different given what you have learned in this class and in your interactions with related professionals within the class. What remained constant in your thinking? What were you surprised to learn about your own role or others in this class? How do you now see the interactions of your profession with special education processes and students?

Lesson on a Disability – With a partner or in small groups, you will teach your classmates about a disability that affects students' educational performance. It will include a definition of the disability, the criteria for qualification, the characteristics, prevalence, and etiology of the disability, appropriate educational approaches (tips for teachers, accommodations and/or modifications necessary for accessing the general-education curriculum), information about educational placement options, a discussion of issues and trends, and references. You may teach the information in any way you see fit, but you must address your role-specific issues/involvement and create a handout summarizing key information and disseminate it to your students either hard-copy or via the Moodle discussion forum. You will also need to include with your teaching materials a case study from the text or on the All Kinds of Minds website (or other source) that describes a student with the disability you researched who would benefit from the strategies you found and an illustrative narrative (book or video). A useful resource for your research is the National Dissemination Center for Children with Disabilities at <http://nichcy.org/disability/specific>. Please include a short (1-2 page) individual reflection on the process and what you have learned.

Examples of Illustrative Narratives:

Higashida, N., Yoshida, K., & Mitchell, D. (2013). *The Reason I Jump: The Inner Voice of a Thirteen-Year-Old Boy with Autism*. Random House.

"In My Language" <http://www.youtube.com/watch?v=JnylM1hI2jc>

"Off your Knees" <http://www.wmht.org/television/localproductions/get-your-knees-john-robinson-story/>

Resource Guide

You will create for yourself an annotated collection of resources on special-education law and equitable educational practices. The point will be to have resources at your fingertips to help you advocate for your students and teach them to advocate for themselves. You will need to include books, journal articles, websites, and at least 5 local support groups or agencies. You can organize the guide in any way that is useful for you (and may be in a binder or on an electronic medium such as an electronic document with links); it must, however, have an introduction that explains the organization and annotations that provide details about what the resources are and why you included them. A sample is included in the assignments folder.

Course Calendar

June 2015 session with Lori Prater

Session # & Date	Topics & Activities	Readings & Assignments Due
Session 1 June 19 Friday	Morning: Review Syllabus Professional Roles and Responsibilities reflection paper Introductions Afternoon: Lesson on Disability Assignment Introduction and Work time	1 st Professional Roles and Responsibilities reflection paper
Session 2 June 22 Monday	Morning: Reading Jigsaw SPED Law and Legislation Activity Afternoon: Presentation of Artifact for Law and Legislation activity Lesson on Disability Work time	Read: Meyen & Bui Part 1 & Murdick et al. part 1
Session 3 June 23 Tuesday	Presentations: Lessons on Disabilities (3)	
Session 4 June 26 Friday	Morning: Reading Jigsaw Topic Rotations A. IEP Specifics B. Collaboration Specifics C. Law Specifics Guest Speaker Panel How children get referred (Birth to Age 21) Afternoon: Presentations: Lessons on Disabilities (3)	Readings for rotations: A. Murdick et al. Chs 3, 5, 6 B. Articles in Moodle C. Murdick et al. Chs 4, 7, 8
Session 5 June 29 Monday	Morning: Reading Jigsaw IDEA/OAR's Crosswalk Cases – will they qualify and in what category Afternoon: Presentations: Lessons on Disabilities (3)	Meyen & Bui chapters 8, 10 & 14; Obiakor & Lo articles
Session 6 June 30 Tuesday	Presentations: Lessons on Disabilities (2) Share reflections from final Roles and Responsibilities paper Course evaluation (bring laptop/tablet/phone for internet access)	Final Reflection paper

Demonstration of Professionalism

Consistent unprofessional behavior such as late work, tardiness to class, and or unprofessional communication with the instructors or peers may result in a Formative Assessment Report.

Disability Services

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 (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Authorization Levels

Early Childhood, Elementary, Middle, and High School

Bibliography

- Mandlawitz, M., (2007) *What every teacher should know about IDEA 2004 laws & regulations*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Murdick, N., Gartin, B., & Crabtree, T., (2008). *Special education law (2nd edition)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Oakstone Legal (2001). *Students with disabilities and special education* (18th ed.). Wayne, PA.: Center for Education & Employment.
- Center for Education & Employment Law (2003). *Students with disabilities and special education law* (20th ed.). Malven, PA.: Center for Education & Employment Law.
- Weishaar, M. K. (2007). *Case studies in special education law*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Wright, P., & Wright, P. (2007). *Special education law* (Deluxe Version with CD-ROM). Harbor House Law.
- Wright, P., & Wright, P. (2007). *From emotions to advocacy: The special education survival guide*. Harbor House Law.
- Wright, P., & Wright, P. (2004). *No child left behind*. Harbor House Law.

Websites

- On 504 & IDEA: <http://dredf.org/advocacy/comparison.html>,
http://www.wrightslaw.com/advoc/articles/504_IDEA_Rosenfeld.html
- On FAPE: <http://www2.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>
- On due process: <http://nichcy.org/schoolage/disputes/dueprocess/details>;
http://www.usconstitution.net/consttop_duep.html
- On the law: <http://www.wrightslaw.com/law.articles.htm>
- Brief overview of exceptionalities: http://www.cec.sped.org/Special-Ed-Topics/Who-Are-Exceptional-Learners?sc_lang=en
- <http://nichcy.org/schoolage/accommodations>
- http://education.vermont.gov/documents/educ_accommodations_strategies.pdf