

Syllabus

Instructor:

July Section: Jonquil Vann-Tessmer: jvann-tessmer@lclark.edu (503-267-0459)

Class Meetings:

July: 11th and July 15th, 9:00 am-5:00 pm on both days

Instructional Materials

Psychoeducational Reports
Individual Educational Plans
Medical Statements
Meeting Minutes

Catalog Descriptions

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.

Course Description

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, service models, roles, requirements, and responsibilities that are the result and the impact these sources have on eligibility determination.

Course Goals

Students in this class will:

- Gain a better understanding of how socio-political factors shape practice;
- Increase knowledge on the child find process and competing service delivery models.
- Learn how to accurately identify the "exceptional child" through a better understanding of the special education categories and criteria

Instructional Approach

Students in this course use hands-on explorations and collaborative problem solving to build their foundational knowledge of students with exceptional needs, service delivery models/frameworks, 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 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 – 2/3 of grade
2. Projects (written assignments, teaching opportunities) – 1/3 of grade

Tasks	Points	Standards/Goals
Attendance and Participation	50	All – Active engagement is crucial for creating a community of learning.
Written Assignment #1	25	Reflection on cases from day one
Written Assignment #2	25	Reflection on take home cases
<i>Total</i>	100	

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

Critical Reflection on cases from day one: What did you learn? What was new? What was surprising? How would you have approached these cases? What follow up questions do you have?

Critical Reflection on cases from day two and panel discussion: What did you learn? What was new? What was surprising? How would you have approached these cases? What follow up questions do you have?

Course Calendar**July 2016 session with Jonquil Vann-Tessmer**

Session # & Date	Topics & Activities	Assignments Due
Session 1 July 11 th Monday	<u>Morning:</u> Introductions Review Syllabus Case Study 1 <u>Afternoon:</u> Case Study 2 Case Study 3 Debrief	Reflection paper 1 due Wednesday July 13 th by 4:00 pm
Session 2 July 15 th Friday	<u>Morning:</u> Discussion on Reflection papers Case Study 4 <u>Afternoon:</u> Case Study 5 Q & A with Panel of Special Education Professionals Debrief	Reflection paper 2 due Monday July 18 th by 4:00 pm

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