

Syllabus

Instructors:

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

July: Dr. Ed Krankowski: ekrankowski@lclark.edu(503-381-3316) & Natalie Leslie (503-329-1685)

Class Meetings:

July: 27th and July 29th, 9:00 am-4:30 pm on both days

Instructional Materials

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

http://www.angelfire.com/theforce/shu_cohort_viii/images/fowlernotesall.pdf Policy Studies for Educators

http://www.nasponline.org/standards/2010standards/2_practicemodel.pdf NASP Comprehensive and Integrated Service Delivery Model

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 (I.e., Medical Model vs. Public Health). Context matters- I.e., Broken System or Exceptional Child?; and
- 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.

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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 – 1/3 of grade
2. Projects (written assignments, teaching opportunities) – 2/3 of grade

<u>Tasks</u>	<u>Points</u>	<u>Standards/Goals</u>
Attendance and Participation	100	All – Active engagement is crucial for creating a community of learning.
Activity 1/Team Presentation	50	Research and Present
Written Assignment #1 Individual Presentation	50	Learn the main components/domains of the NASP Service Delivery Model
Written Assignment #2	100	Use a historical event to articulate how policy impacts “the exceptional child”
<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

Getting to Know the NASP Endorsed Service Delivery Model – You will compose a paper describing one of the 10 domains of the NASP Comprehensive Service Delivery Model that most interests you and why. Additionally, you will identify specific activities that you anticipate performing within your practicum experience that will allow you to enhance your skill within this domain.

Understanding Policy Formation and Impact on the Educational Landscape – With a partner you will research a landmark event or policy and then teach your classmates about it. All groups will report out on the intended and unintended consequences, and the socio-political factors that were at play during that moment in time. As an extension of your learning, you will research a different event and use *Fowler's Policy Studies for Educational Leaders: An Introduction, 2nd Edition* (a link will be provided) to frame your thoughts on policy formation and impact on the educational context. This 4 page writing assignment is due by 7/31/15.

Course Calendar

July 2015 session with Dr. Ed Krankowski

Session # & Date	Topics & Activities	Readings & Assignments Due
Session 1 July 27 Monday	<p><u>Morning:</u> Review Syllabus Introductions Educational Policy as a Platform for Social Reform Research Historic Landmark Event and Explore Impact on Students</p> <p><u>Afternoon:</u> Practice Informed Policy/Federal, State, and Local Alignment NASP Comprehensive and Integrated Service Delivery Model</p>	<p>Research an event and present to the larger group the intended/unintended consequences of this event</p> <p>Read the NASP Comprehensive and Integrated Service Delivery Model, and submit a 1 page written response outlining your service provision interests</p>
Session 2 July 29 Wednesday	<p><u>Morning:</u> NASP Comprehensive and Integrated Service Delivery Model Cont. Review Child Find Process SpEd Eligibility Criteria and Categories</p> <p><u>Afternoon:</u> Getting to know the psycho/educational reports (ED,OHI,ASD, and SLD)</p>	<p>Reference Fowler Link on policy formation and write a 4 page paper</p>

	Q & A with Panel of School Psychologists Mock Eligibility Meeting (if time permits)	looking back on how/why a landmark educational policy was created and its impact.
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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

Fowler, F. (2009). *Policy studies for educational leaders: An introduction* (3rd ed.). Boston, MA: Pearson.

Glover, T., & DiPerna, J. (2007). Service delivery for response to intervention: Core components and directions for future research. *School Psychology Review*, 36, 526–540.

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

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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

http://www.angelfire.com/theforce/shu_cohort_viii/images/fowlernotesall.pdf Policy Studies for Educators

http://www.nasponline.org/standards/2010standards/2_practicemodel.pdf NASP Comprehensive and Integrated Service

Delivery Model