

Syllabus

Instructor:

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

Class Meetings:

July 2nd and July 6th through July 9th, 9:00 am to 4:00 pm

Instructional Materials

Psychoeducational Reports
Oregon Department of Education Special Education Process Forms
Class Speakers

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:

- Learn how to accurately identify the “exceptional child” through a better understanding of the special education categories and criteria
- Gain a better understanding of how socio-political factors shape practice
- Increase knowledge on the child find process
- Learn the Special Education evaluation process from start to finish, using the Oregon Department of Education website to explore procedures and forms
- Develop language and communication strategies through daily student/teacher reflection
- Understand and build on his, her, or their own unique approach to the job, to become an effective and confident professional
- Learn how to ask questions as a means to seeking understanding of each individual student being assessed

Authorization Levels

Early Childhood, Elementary, Middle, and High School

Instructional Approach

Students in this course will 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. In the job, the goal of the school psychologist is to seek out an understanding of each individual student they work with, ultimately to provide information to improve his, her, or their educational experience. This requires a level of confidence in the school psychologist's ability to ask questions, communicate effectively, and present information as needed. Through modeling, using a very honest approach, and providing encouragement the students will practice communicating their ideas, share reflections on each case, pull from their own experiences, and ask questions as they continue to explore both the school psychology profession, and their own unique approach to the job.

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

Due to the Covid-19 pandemic, this course will be taught virtually, using Google Meet. Students are expected to attend all scheduled meeting times, and comply with the guidelines provided during class. All class materials will be provided through Google Classroom, and assignments will be submitted via email.

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: <https://docs.lclark.edu/graduate/policyprocedures/>. I urge you to review these policies carefully and to understand them fully. If you have any questions, please speak with me.

Assessment Criteria

Course grades will be based on the following:

<u>Tasks</u>	<u>Points</u>	<u>Standards/Goals</u>
Attendance	50	The majority of work will be done in-class, thus attendance in all five classes is crucial to receiving all content. If an emergency arises, discussion with the professor is necessary to make accommodations for missed seat time.
Active Participation	25	Readiness to discuss assigned readings, involvement in class activities, and participation in case reflections and debriefings. (See Attachment)
Development of Language and Communication Strategies	25	Through a demonstration of communicating ideas, asking questions, and processing the content of psychoeducation evaluations, processes, and ethical dilemmas. The goal for each student is to explore and find confidence in his, her, or their own unique approach to the job. (See Attachment)
<i>Total</i>	100	<u>Grading Scale</u> (A passing grade is C or higher.) A = 90-100%; B = 80-89%; C = 70-79%