

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

Please attach completed cover sheet to course syllabus.

Course Number

SCED 512

Course Name

Special-Needs Populations in Schools

Term

Summer 2012

Department

Educational Leadership

Faculty Name

Claudette Rushing

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: Class Discussion; Answer Book 1 & 2Assignments

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: Class Discussion; Answer Book 1 & 2Assignments

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: Class Discussion; Answer Book 1

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: Class Discussion; Answer Book 1

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: Class Discussion; Answer Book 1 & 2Assignments

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: Class Discussion; Answer Book 1 & 2Assignments

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: Class Discussion

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.

Class meeting(s) or assignment(s) addressing this standard: Class Discussion; Answer Book 1

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: Class Discussion; Answer Book 1 & 2 Assignments

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 5th or 6th 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

Student Performance:

Student performance criteria appear on page(s) 3 of this syllabus (student performance includes goals, evidence, and levels of performance).

Course: SCED 512 Educating Students with Special Needs

Semester: Summer, Term I-May, 2011

Instructor: Claudette Rushing

Appointments can be made for time before or after class.

Text: What Every Principal Should Know About Special Education

IDEA Q & A: <http://www.ode.state.or.us/search/page/?=289>

Dates/Time: M-Fri., 5/29-6/8 Time: 6:00-9:00 pm

Location: South Campus Conference Center, Room 121

Catalog 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.

Class Description: Successful practice as a school counselor is determined in part by the successful learning of students in school. 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 affect a school counselors responsibilities.

Course Objectives:

Counseling candidates will increase their high & low incidence disabilities.

Students will demonstrate understanding of special education processes / procedures (Pre-referral (RTI), Referral, Eligibility, IEP, Placement, Reevaluation) as applied to special education practice in schools.

Students will demonstrate understanding of the learning strengths & needs of students with disabilities in terms of the Oregon State Standards

Students will demonstrate their understanding of the legal framework of special education (IDEA '04, Section 504, ADA and relevant litigation, as applied to the practice of educating students with disabilities).

Demonstration/Outcome:

Completion of class knowledge of Projects & Answer Book

Special Ed Answer Book
Case Presentation

Answer book

Answer Book

Course Requirements

Special Education Answer Book Part I Due: - 6/1 Part II Due: 6/7

A series of questions focused on many of the most relevant issues regarding educating students with disabilities and the practice of special education is provided with this syllabus. Information covered will include IDEA '04/'06, the special education process etc.

You are to compile & edit a Special Education Answer Book. Each section of the "book" should contain the question and the information which answers that question. (It should not contain other unnecessary information that requires the reader to sift through to get the answer to the question. Answers need to be organized and "pre-sifted". Remember you will be the eventual reader.)

You are not required to make the answers to the questions your original work. You are asked instead to compile accurate and succinct answers from what is already available from websites, (ode.state.or.us), (<http://idea.ed.gov/>), text(s), a local district and other existing materials.

Topic Outline/ Text Reading

May 29th: Review syllabus/assignments.

1. What's special about Special Education? History of Special Education Models/Theories/Practices
2. CEC Content Standards for Special Ed. Tchrs.
3. What are "evidence based instructional practices" and why are they important?
4. The Special education Process (Response-to-intervention, RTI)

Read: Section 1

May 30th & May 31st: Special education law in review (PL-94-142 to IDEA '04 & beyond).

NCLB, Litigation, Lau Decision; Section 504 -OCR; FERPA, HIPPA

Issues in special education:

mainstreaming/inclusion;
LRE/most appropriate placement;
procedure/substance content;
reauthorization changes accountability

Law & special education

- *What is specially designed instruction?
- *Accountability and state standards
- * General and special education: who's responsible for what?
 - ♦Parents' rights, student's right, school responsibilities

Read: Section 2 & 3

June 1st: Compile Answer Book 1

June 4th: Learning Disabilities
 'F.A.T. City Worksop' ADD/HD

June 5th	Communication Disorders; Speech /Language, Emotional Disturbance Mental Retardation (Intellectual Disabilities-EMR, TMR)
June 6th	Severe & Multiple Disabilities Autism Spectrum Disorders Other Health Impairment -OHI Orthopedically Impaired- 01 Traumatic Brain Injury - TBI Hearing Impaired/Deaf Visually Impaired/Blind EI/ECSE Gifted & Talented
June 7th	504 Presentation
June 8th	Summary/AnswerBook Pt: 2: Due

Grading Criteria

Your participation will be evaluated according to the following designations:

EXCEEDS (A): indicates self-directed learner who demonstrates mastery on all levels. You arrive to class on or before time and are prepared for each class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your Answer Books display accurate use of language and a formal, professional style and indicates a depth of knowledge and mastery of the material. The class learns from your contributions and responds positively to your engagement and commitment to meeting class objectives.

PROFICIENT (B): indicates a motivated learner who demonstrates a level of competency at all levels. You arrive to class on time and are prepared when you come to class; you have read the material and completed the assignments on time. You actively participate and make some contribution to each class session. Your Answer Books are well written and demonstrate an understanding of the material presented in class. You are able to transfer what you have learned through class activities and discussion.

PROGRESSING (C): indicates that you are frequently late and not prepared in class. You have limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases, you may attempt to take over, dominate or otherwise distract the class and group discussions/activities. Your Answer Books do not show understanding of key concepts, may be late or incomplete.

UNSATISFACTORY (below C): is an indication that you either do not have the will or ability to complete the assignments. You are frequently late or have missed more than two classes and have either not participated in the class or are a distraction to class discussions. Your Answer Books are late, missing or poorly written.

Non-Discrimination Policy/Special Assistance

Lewis & 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 and develop 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 learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

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). 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.

Special Education Answer Book

The information requested here is an outcome of the primary elements of special education practice. Sources should be used for materials. The issue is knowing how to find the answers rather than memorizing information. This should be a document you will use to answer questions in special education. Each item number should be on a separate page(s) and tabbed for easy location. Amount of detail required is "enough" so you know what you were talking about.

1. Oregon State Standards Assessments (OAKS)
http://www.ode.state.or.us/wma/teachlearn/testing/admin/2010-II_tam.pdf
 - A List & description the current ways the IEP determines student Progress as measured by OAKS
 - B What is used to decide which assessment a special education students takes?
 - C Include a current list of state assessment accommodations & modifications
<http://www.ode.state.or.us/search/page/?=487>
2. Define: LRE. Least Restrictive Environment
 - A How does LRE relate to "most appropriate placement"?
 - B List the criteria, issues and concerns (educational and legal) that influence decisions about least restrictive environment vs. most appropriate placement?
3. Include information that lists and describes and defines the activities/procedures and outcomes of "the special education process".
(Pre-referral (RTI),
Referral,
Evaluation,
Eligibility,
IEP,
Placement,
Reevaluation /reeligibility.
4. Include all Oregon eligibility criteria by disability category/ include a copy of each form:
<http://www.ode.state.or.us/search/page/?id=817>
5. List the steps in the discipline process for special education students include: manifestation determination and when it is necessary.
<http://www.ode.state.or.us/search/page/?id=817>
6.
 - a. Describe a functional behavioral analysis,
 - b. Describe a behavior intervention plan.<http://www.ode.state.or.us/teachlearn/conferencematerials/sped/2006/fbabspinstructpacket.pdf>
7. What is the significance of the legal phrase '**educational impact**⁹ as applied to deciding if a student has a disability? (1 paragraph)

8. What is F.A.P.E?

<http://www.ode.state.or.us/search/results/?id=261>

9. What is the "Rowley Standard" See Rowley v. Bd. of Educ. Hendrick Hudson Central School District, 458 U.S. 176 (1982).

10. What is mainstreaming? What is inclusion? What do these ideas have to do with educating students with disabilities?