

Syllabus
AUGSBURG COLLEGE (WEC-ROCHESTER)
LEARNERS WITH SPECIAL NEEDS
EDC 410/544

Pre-requisites: Admission to Education Department

Time: This class meets on B Schedule for spring 2008. Mondays 5:45-9:45 PM March 31, April 14, April 28, May 12, and June 9 AND on Saturdays 8:30-12:30 May 31 and June 21.

Location: Bethel Lutheran Church, 810 3 AV SE, Rochester, MN

Instructor: Shelley Burkhardt Contact: 507-281-2829 burkhard@augsborg.edu

Credits: 1.0

Course Description: This course presents an overview of issues related to people with disabilities. It specifically focuses on the critical issues they and their families face educationally, socially and vocationally across the lifespan. Disability is examined by looking beyond specific characteristics to the social systems in which people live, work, and recreate. The attitudinal barriers faced by people with disabilities in our society will be discussed throughout the course. A major focus of the course is on people with disabilities in the K-12 settings and the role of teachers in adapting curriculum and school environments to create inclusive educational settings. The role of families and support networks will also be explored. Students will be involved in a service learning project working with families and the special education system.

Educational Department Mission Statement

The Augsburg College Education Department commits itself to developing future educational leaders who foster student learning and well-being by being knowledgeable in content, being ethical in practice, building relationships, embracing diversity, reflecting critically and collaborating effectively.

Mission Themes (MT assessed in this course): Teacher as developing leader, being ethical in practice, building relationships, embracing diversity, reflecting critically, collaborating effectively.

Applicable Standards of Effective Practice

- **Standard 3-Diverse Learning:** A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities
- **Standard 5-Learning Environment-**A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning and self-motivation.
- **Standard 8-Assessment:** A teacher must understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the student.
- **Standard 9-Reflection and Professional Development:** A teacher must be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.

- Standard 10-Collaboration, Ethics and Relationships: A teacher must be able to communicate and interact with parents or guardians, families, and school colleagues, and the community to support student learning and well being.

Course Objectives:

Students will:

- Gain a broad understanding of the history and laws related to people with disabilities (MSEP 10.C, L).
- Understand and challenge the attitudinal, physical, and social barriers that people with disabilities face in schools and society (MSEP 3.L).
- Identify individual needs and learn to establish inclusive classroom environments, which serve a diverse group of students (MSEP 5.C, K,P).
- Develop a knowledge base related to the various types of disabilities (MSEP 3.B, 3.M).
- Gain practical experience assessing student needs and designing effective goals for student learning (MSEP 8.E, K, 10.D, G).
- Identify community resources that will support students, parents and teachers (MSEP 3.N, 10.J)
- Gain firsthand experience working with families and the special education system (MSEP 8.M, 9.J, 10.B, I, K).
- Articulate a personal philosophy of education as it relates to inclusion of people with disabilities in school and society (MSEP 9.C.G).

Technology Requirements: Identify and evaluate several adaptive/assistive technologies for use in a learning setting. Prepare and present Powerpoint Project.

Field Experience Requirement: This course requires a 20 hour field experience in a special education setting or in a regular education setting with several special education students in attendance and inclusive education practices in place.

Required Text: Turnbull, R., Turnbull, A., & Wehmeyer, M. (2007). Exceptional Lives: Special Education in Today's Schools. (5th edition). Upper Saddle River, N.J.: Pearson Prentice-Hall, Inc ISBN #-0-13-174084-9

Additional Readings: Additional Reading will be assigned with some available on the web.

Assessment Summary:

Assessment Tool	Activities/Documents	Program Standards
PowerPoint Presentation	Integration of readings Use of technology	3.B, L, M, Q: 5.C, K
Reflection Papers	Readings Personal integration	3.B, M: 10.G
Parent Adv. Project	Case study, school visit and MAPS Assessment tool	3.N: 5.K: 8.E, K, M,: 9.C, G, 10.B, C, D, F, G, I, J, K (CT for Core Curriculum)
Final Papers	Philosophy and integration of concepts	5.C, K, P: 0.C, G: 10.G. L

ASSESSMENT DESCRIPTIONS

Attendance and Active Participation (8 points)

You will be responsible to each other for sharing information and assignments. Class activities and assignments will include opportunities to work in pairs or groups. All members are expected to contribute actively to the group process. Attendance at every class is expected.

PowerPoint (14 points)

You are asked to develop a presentation that you can use in your teaching. This will further your knowledge of a specific disability area and also enhance your skill in use of technology tools needed by teachers. This project may be done with a partner and will be presented during sessions 3-7.

Reflection Papers/Quizzes (2-3 exercises with total of 10 points)

You will be given questions/topics to read and write about that pertain to class topics. The purpose of these exercises is to distill, clarify and articulate your own acquisition and understanding of craft knowledge.

Reflection on field placements (14 points)

A five to ten page typed reflection will be required. This is to be written in journal form and describe your field placement and your learning from this experience about schools, special education and general education teachers, and students with disabilities.

Parent Advocacy Project (20 points)

Each student will work with the family of a student with a disability and an IEP. Through conversations with the parent, the IEP Manager and the student, you will learn how to use MAPS, develop more understanding of the connections between family and school, and see the concerns of each member of this collaborative group.

Final Research Paper (20 points)

This research paper will provide you the opportunity to explore a specific disability in detail. Emphasis of the paper will be upon your research (quality peer-reviewed references), your ability to organize, integrate, synthesize and present the knowledge.

Personal Philosophy Paper (14 points)

This paper provides you the opportunity to reflect on the understanding you gain through the experiences of the class. You will reflect and address your own attitudes and efforts and expectations in regard to teaching all students. You may choose to set personal and professional goals or directions for future learning and action.

GRADUATE STUDENTS (Additional assignment for graduate credit)

Teacher Leadership Project (25 points)

This project will be individualized to make best use of your involvement with a school setting. Each graduate student needs to **meet with the instructor within the first 2 week of class** to develop the parameters for this project. The project will include an activity (such as interviews, observations, or surveys) as well as research-based reading and writing. The project will be explained and presented as a paper and/or presentation to the class. Research will include a minimum of 5 quality references.

GRADING will follow the Augsburg Guidelines.

<u>Grade</u>	<u>Number</u>	<u>Percentage</u>	<u>Definition</u>
A	4.0	93-100%	Achieves highest standards of excellence
A-/B+	3.5	88-92%	
B	3.0	83-87%	Achieves above basic course standards
B-/C+	2.5	78-82%	
C	2.0 (Pass)	73-77%	Meets basic standards for the course
C-/D+	1.5 (No Pass)	68-72%	
D	1.0	63-67%	Performance below basic course standards
D-	0.5	60-62%	
F	0.0	Under 60%	Unacceptable performance

POLICES

Attendance: Attendance and punctuality is expected in all class sessions.

Individual Needs: Students requiring modifications for full participation in class should discuss their needs with the instructor within the first week of class.

Honesty Policy: The Augsburg College policy on academic honesty applies to this course.

Late Work: One-half point will be deducted from your grade each day the assignment is late.

Technology Expectations: As an education department, we expect these entry-level technology skills from our students:

- **Read and answer e-mail regularly and in a timely fashion, using your Augsburg College e-mail address.**
- When required, attach documents to e-mail.
- Make active use of online course resources.
- Access and use online file space.
- Use word processing for assignments. We require that assignments be done in Microsoft Word (double-paced). Use, but do not rely solely on, Spell Check.
- Have the ability to access and navigate the Internet.

Web Resources:

Wrights Law <http://www.wrightslaw.com>

Library of Congress <http://thomas.loc.gov/>

Federal Register <http://www.ed.gov/new/fedregister/index.html>

Office of Special Education (OSEP) www.ed.gov/about/offices/list/osep/index.html?5src_mrNational

Association of Directors of special Education <http://eparent.com/resources/associations/nasdse.http>

Council for Exceptional Children <http://www.cec.sped.org>

MN Department of Education <http://education.state.mn.us/mde/index.html>

Go to link option of Special Education under Learning Supports (This is last option in last grouping of links) From Special Education Front Page, check out links to Categorical Disabilities grouping, to Positive Behavioral Intervention, to Complaint Search Engine, to ARC and to PACER. Note also links to Federal Regulations, MN law and rule.

Tentative Schedule for Class Sessions

Date	TOPICS	Text & Readings (Read PRIOR to class) *Additional Readings will be distributed in classes	Student Work to turn in
Monday 5:45- 9:45 Mar 31 1	Class expectations Ethics, values and boundaries IDEA overview	Syllabus Text. Chapters 3 & 4 http://web.syr.edu/%7Ejisincla/dontmourn.htm website reading: Sinclair, <i>Don't mourn for us</i> Explore Minnesota Department of Education website. http://education.state.mn.us/mde/index.html	
Monday 5:45- 9:45 April 14 2	History and Law Special Education System MAPS	Text: Chapters 1 (AND pp 238-241) and 2 Blaska, J. <i>The power of language: Speak and write using "person first" language</i> Snow, K. <i>The power of first person language</i> http://soeweb.syr.edu/thechp/rsapub.htm , scroll to Origins of Peron-Centered Planning, click and read.. (O'Brien, L. and O'Brien, J) (http://thechp.syr.edu/PCP_History.pdf) http://www.kipbs.org/new_kipbs/fsi/pcp.html scroll to MAPS link & read What is a MAPS and Case Study and TIPS for facilitators http://www.circleofinclusion.org/english/pim/seven/maps.html http://www.circleofinclusion.org/english/guidelines/modulesix/a.html	Prof Journal Ex. 1
Monday 5:45- 9:45 April 28 3	Learning Styles Specific Learning Disabilities Inclusion & Related Services	Text: Chapters 5, 6 and 13 Ferguson, D. <i>The real challenge of inclusion: Confessions of a rabid inclusionist</i> Chelsey, G.M. and Calaluce, P.D. <i>The deception of inclusion</i> Explore this site: http://712educators.about.com/od.learningstyles/	Prof Journal Ex. 2 <u>Presentations:</u> SLD TBI
Monday 5:45- 9:45 May 12 4	Emotional and Behavioral Disorders Positive Behavioral Supports	Text: Chapters 7 and 8	<u>Presentations:</u> (ADD/ADHD)
Saturday 8:30- 12:30 May 31 5	Physical & Other Health Disabilities Related Services	Text: Chapters 12 and 9 and 10 Bogdan, R. A <i>'Simple Farmer Accused of Murder: community Acceptance and the Meaning of Deviance</i>	Research Paper <u>Presentations:</u> DCD-MM & SMI

Monday 5:45- 9:45 June 9	Autism Spectrum Disorder (ASD) Transition & Self Determination	Text: Chapters 11 & 14 and 15 O'Brien, J. and Mount, B. <i>Telling New Stories</i> Kennedy, M., <i>Self-Determination</i> http://soeweb.syr.edu/thefci/resource.htm Scroll to Rubin, S. <i>Killing Autism is a Constant Battle</i> Rubin, S. <i>Recipe for Success</i>	Parent Advocacy Project MAE Leadership Project Paper <u>Presentations:</u> DHH VI
Saturday 8:30- 12:30 June 21	School Culture Teacher Leadership	Chapter 16 Chaleff, I., <i>The Courageous Follower: Standing Up To and For Our Leaders</i> Eisner, E. <i>The Satisfactions of Teaching</i>	Philosophy Paper <u>Presentation</u> Gifted and Talented GATE

Text/Topic/ Date Preparation Help Chart

Session #	Date	Disability topic	Text chapter
1	Mon Mar 31	IDEA overview	3 & 4
2	Mon Apr 14	History & Law MAPS	1 & 2
3	Mon Apr 28	Specific Learning Disabilities (SLD) Traumatic Brain Injury (TBI) Related Services & Communication Disorders (SLP)	5 13 6
4	Mon May 12	Attention Deficit Disorders (ADD/ADHD) Emotional & Behavioral Disorders (EBDO)	8 7
5	Sat May 31	Developmental Cognitive Disorders (DCD-MM) Severe & Multiple Disorders (DCD-SP & SMI)	9 10
6	Mon Jun 9	Autism Spectrum Disorders (ASD) Deaf and Hard of Hearing (DHH) Vision Impairments (VI)	11 14 15
7	Sat Jun 21	Gifted and Talented Education (GATE)	16