

Tentative Syllabus
AUGSBURG COLLEGE (WEC)
THE SPECIAL NEEDS LEARNER
EDC 410/544
Spring, 2009
Saturdays 8-12:00
Sverdrup 2

Instructor Information: Mary Beth Kelley, M. Ed.
Adjunct faculty (no office on campus)

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(this goes directly to my U of MN email account and is best way to reach me!)

Office Hours: By Appointment, before or after class

Credits: 1.0

Pre-requisites: Admission to the Education Department

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 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 K-12 settings and the role of the teachers in adapting curriculum to create inclusive educational settings. The role of families and support networks will also be explored. Students will be provided with the opportunity to be involved in a service learning project working with families and the special education system.

Education 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.

Required Text: Exceptional Lives: Special Education in Today's Schools (2007), 5th edition
Authors: Rud Turnbull, Ann Turnbull, Michael L Wehmeyer. Upper Saddle River, NJ: Pearson, Merrill Prentice Hall.

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 & informal

Assessment Summary:

Assessment Tool	Activities/Documents	Program Standards
Web Quest/Lesson Plan	Integration of readings Use of technology	3.B, L, M, Q:5.C, K
Classroom activities	Group discussion on readings Personal integration	3.B, M:10.G
Parent Adv. Project (MAPS)	Case study, school visits & MAPS Assessment tool	3.N: 5.K:8.E, K, M:9.C, G 10.B, C, D, F, G, I, J, K
Reflection Paper	Philosophy and integration of concepts	5.C, K, P:9.C,G:10.G, L

Assessment Descriptions

Attendance, Participation & Group Work

You will be working in groups each week. You will be responsible to each other for sharing information and assignments, especially if you miss a class. You are expected to be an engaged participant in the group. All group members are expected to contribute actively to the group process. In order to do so, attendance is necessary. Also, you should check the announcement section of moodle or email on a weekly basis for any changes that may occur in the syllabus. You will earn 5 points each week for participation. You cannot make up your participation points if you are absent. See attendance policy at end of syllabus. Total points = 35.

One page Reflection paper on Resource Fair

The graduate students will be putting on a resource fair. As attendees, each of you will write up a one page reflection. You must include an introduction, body, and conclusion. This is a simple reflection on 3 of your favorite resources you viewed and WHY or HOW you will use the resources as a teacher. Total points = 5.

Web quests/lesson plan

Working in partners or alone, you will be asked to develop a web quest that you can use with your students. A web quest is an inquiry – based online means of learning. The web quest should focus on a specific disability and will be prepared for students that you will be teaching. The following site will address the questions you have about the web quests. You should, on your own, familiarize yourself with this site.

<http://www.thirteen.org/edonline/concept2class/month8/index.html>

or

<http://webquest.org/index.php>

Samples will be posted on moodle

You can either choose to use one of these sites OR create your own web quest via power point presentation. The goal of the web quest is to engage students in a creative manner to explore and research via the internet areas of a disability. Students will be graded on creativity, depth of topic, opportunities to explore (number of links posted for students to go off and learn more), age/grade appropriateness of sites, and overall spelling/grammar.

Each partner or single person should choose a specific disability. You should each take a role in constructing the web quest. Individual students and/or partners will sign up for the disability they want to develop the web quest or lesson plan. You will turn in an electronic copy of the web quest to the instructor OR turn in a link where the web quest was created. In addition you **MUST** turn in the hard copy of the rubric AND a simple word document lesson plan with the grade level, objective of the lesson, and how you plan to use the lesson in your classroom.

Total points = 30 points (25 points for web quest and 5 points for including lesson plan)

Field Placement Reflection Paper:

You are required to participate in a field placement along with this course. You will write a professional paper reflecting on your experiences at this placement. Your paper should include an introduction including a brief description of the classroom, students, teacher, and overall school. The body of the paper should be reflecting on your experience as it relates to this course. Specifically reflecting on experiences related to students with disabilities which may include topics such as: location of classroom, over-representation of minorities within special education, inclusion/exclusion, poor/excellent teaching strategies and/or behavior management, etc.

The paper should conclude with your overall feelings of the experience and relate it to your future as a teacher and your personal philosophy developed around special education. Suggested length of paper should be 3-5 pages double spaced. **Total points = 15 points**

Field Placement

A 20 HOUR FIELD PLACEMENT WORKING WITH STUDENTS WITH SPECIAL NEEDS IS REQUIRED. HOURS MUST BE COMPLETED BEFORE YOU WILL RECEIVE A GRADE FOR THIS COURSE.

Parent Advocacy Project: (MAPS)

For this project you need to work with a student and/or family with someone who has a disability. This disability should be an educationally based disability (one of the 13 educational disability choices discussed in class). If you need a documented letter stating this is a requirement for one of your courses, please let the instructor know and you will receive one on official Augsburg letter head.

You will be given a hand out in regard to this assignment breaking down the specifics that should be included in this project. You are free to be creative with this project. Have fun with it and make it applicable to the child's life that you are working with.

One possible suggested plan is the following:

1. The first visit will be one in which you introduce yourself to the family, begin to collect some family history and simply get to know the family. (It is preferable that you do another visit with the intention of spending time with the child within his/her context). Take notes.
2. A second visit will be to the child's school. Parents will let the teacher know when you will be visiting (you will also be given a letter to take with you). This is an opportunity to see the child in the school and talk to the teacher. Please observe the child in an unobtrusive manner and take notes.
3. The third visit, when possible, will be to attend a school-planning meeting with the family (IEP or general planning). This will vary with each family as will the order of the visits). If you do not have the opportunity to attend an IEP meeting, *you should meet with parents* to discuss potential goals and/ or offer suggestions that you came up with in your MAPS process. If you do attend a meeting, your role should be one of an observer and supporter of the parents. The goal is to view the system from the perspective of the family.

The time spent on this project will vary according to the relationship you develop. Meeting times should be arranged with the family. Please be aware that there may be some frustrations related to contact. Families have many things that they are coordinating and sometimes may not get back to you immediately. You will be asked to submit a project based on your cumulative experience. The final MAPS paper should include:

- Family case study. This is based on the time you spend with the family and the knowledge you gained about the family. It will be a description of their situation, and should highlight information you acquired while talking to the family. Include the status of the child, past history, and any assessment information the parents share.
- The next section of the paper will describe the school and specific issues that you observe or discuss with the teacher. What is the situation for the child in the school and your analysis of what is happening? Interview the teacher when possible. Really describe the setting so the reader can "picture" what it's like there for the student.
- The final section will be the MAPS assessment process. We will go over this process together in class with examples, but it basically involves creating visual "maps" or drawings, of important aspects of the student's life. You will present a final copy of the MAPS picture representations and goal/ recommendations to the family you have worked

with. Given the information you collect through your interviews and observations, and by looking at the IEP, your goals and recommendations should reflect revision or additions to the IEP (Please keep in mind that families may not use these goals but they are based on your insights and conclusions).

Reminder

Families are very busy and are graciously opening their doors to us, please respect this. In some situations you may have to call them several times. It is not that the family isn't interested, but often they are juggling many things. Each family has been given an outline of what you are expected to do. This does not always mean they will understand it thoroughly. Please be creative in thinking of ways to deal with frustrations that may arise, and feel free to discuss any issues with me.

Total Point Value = 60 points

Total Point Values for Undergraduates:

Attendance/Participation points: 35 points

Reflection on Resource Fair: 5 points

Web Quests Lesson Plan: 30 points

Field Placement Reflection Paper: 15 points

Parent Advocacy Project: 60 points

Detail and thoughtfulness of case study = 15 pts.

Family/School visit = 10 pts.

Followed MAPS outline – see handout = 15 pts.

Creativity & originality = 10 pts.

Presentation to class = 10 pts.

Total = 145

GRADUATE STUDENTS:

You must complete all of the above AND the below assignments:

Literature Review = 25 points

Adapted Lesson Plans (2) = 30 points

Resource Fair = 15 points

Total for Graduate students = 145 + 70 = 215

EDC 544

*** Graduate Students

- **Current literature review:** Choose a current movie, book, or television program that highlights a person with a disability. Remember to include an introduction, body and conclusion to your paper. Your job will be to watch and/or read with a critical eye. This paper should include a brief summary of movie/book/television program. After reviewing the summary, critic this through the eye of a professional in the field as well as a parent with a child who has a disability as well as an individual with the disability. How would each feel about the representation of disabilities in this movie/book/television show? Is it

accurate? Would someone be offended? Why or why not? Conclude the paper with your personal reflection and/or recommendation for others. Total = 25 pts.

- **Adapted Lesson Plan:** You will adapt two lessons for a child that you might use in your classroom (or choose a lesson you have already used!). Take the lesson plan and include a minimum of 2 adaptations for 2 DIFFERENT DISABILITIES discussed in class (i.e. vision impairment, EBD, LD, deaf/hh, etc.) – one of the lessons should include the use of assistive technology. Please use a lesson within your licensure area and use the Augsburg lesson plan template posted on moodle. This section will include:
 - Two lesson plans with adaptations that will relate to the IEP of the child you are working with (lesson plan adaptations should be based on regular education curriculum, highlight the adaptations within the lesson plan)
 - One lesson will include the use of assistive technology. What might be some ways technology would assist the student to meet his/her educational goals? You will explain its use and how it will assist the student. Also include three examples that you found useful in adapting the lesson to this child (this might include websites or sources where the technology could be acquired). Total= 30 points, 15 points per lesson

- **Special Education Resource Fair – 15 points total – must have resource + handout** During **class period 3 – April 25**, students will share resources they have found useful in their work with students with disabilities. Students can share information from their classrooms or information from Augsburg classes. Possible ideas for resources include the following:
 - Curriculum
 - Favorite Publisher
 - Specific Subject (Math, Social Skills, English)
 - Community resources
 - Pacer
 - CEC
 - Bridging
 - Learning Environment Suggestions
 - Websites
 - Intervention Central (<http://www.interventioncentral.org/>)
 - National Center for Learning Disabilities (<http://www.nclld.org/index.php?option=content&task=view&id=448>)

The room will be arranged in such a manner to allow each student a “station” to set-up and display their resource. Students will alternate between hosting their own station and visiting the stations of other students.

***** Please prepare a handout no more than one-page in length describing your resource. Please make enough copies for every student in class.**

***** Every student will be responsible for choosing 3 resources that were shared at the Resource Fair and writing a paragraph on how you could use that resource in your classroom.**

Helpful Information:

Links to Augsburg Department of Education Website:

Lesson Plan Template: http://www.augsburg.edu/education/studentteaching/Lesson_Plan.pdf

Criteria for Developing Lesson Plans:

http://www.augsburg.edu/education/studentteaching/lesson_criteria.pdf

Criteria for Grading Lesson Plans:

http://www.augsburg.edu/education/studentteaching/lesson_rubric.pdf

Late Work & Incompletes

- Each student is expected to complete assignments at the scheduled times. However, there may be occasions when that may not be possible. If such an occasion arises, then you must contact your instructor. Voice-mail or e-mail messages are an acceptable means of informing the instructors of a challenging situation. Note: if you email the instructor & have not heard back, it is YOUR responsibility to follow up with the instructor. **Failure to do so may result in an “F” on the missed assignment.**
- The grade of incomplete or “I” is an arranged grade based on a specific agreement between the student and the instructor and should not be assigned based on student nonattendance. Any student who seeks the grade of incomplete or “I” will be expected to work with the instructor on a specific agreement detailing when and under what conditions the grade of “I” will be changed to a letter grade ranging from A to F. The student prior to the end of the course will sign that agreement.
- **Assignments turned in late, without prior approval or knowledge from the instructor, will have points deducted from the final score/grade and/or may result in an “F” on the late assignment.**

Returning Papers, Exams, and Projects

- **Papers may be picked up in the special education department. Papers may also be available from the instructor if special arrangements are made between the student and the instructor. Papers will be returned via US Mail with a self-addressed stamped envelope.**

Writing Skills

You are taking a college course for credit. Please use basic writing skills including an introductory paragraph in ALL written work, and a conclusion paragraph summarizing the information. Use spell check. Have another person read over your paper. Use transition words to help the paper flow from paragraph to paragraph. USE PERSON FIRST LANGUAGE – what that means in that the person comes FIRST, then the disability. For example, use a person who is blind rather than the blind person. Use professional language and avoid a conversational tone in your writing. You are all going to be teachers, therefore use a professional language that you would expect your colleagues to use and/or what you would use when writing to your parents. This does not mean use “big words” it means, stay professional.

Grading

The following system will be used to determine grades:

Grade/Number	Percentage	Augsburg Definition
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

General Policies:

Student Rights: Students with diagnosed disabilities may have legal rights to course modifications. Please identify yourself to the instructor the first week of class so that I may assist you in reaching your learning goals. All students have the right to use the Augsburg College Counseling Center and Student Development Services, as well as to receive tutoring assistance from the Writing Lab.

Honesty Policy: The Augsburg College policy on academic honesty applies to this course. Unless, otherwise stated, the assignments you hand-in are assumed to be your own individual work. Please refer to the Augsburg Student Guide for further details.

Technology Policy:

As an education department, we expect these entry-level technology skills from our pre-service teachers:

- Read and answer e-mail regularly and in a timely fashion, using your Augsburg College email address.
- When required, attach documents to email.
- Make active use of online course resources (e.g., Moodle).
- Have a student ID/library card and access articles from E Reserves
- Use word processing for assignments. We require that they be done in Microsoft Word and that they are run through Spell Check.
- Have the ability to access and navigate the Internet.
- Check Moodle for class announcements between classes.

Students who do not possess these skills should contact personnel in the student computing lab in Lindell Library for help in developing these skills. Students will receive training in Augsburg specific software such as Moodle and AugNet in college orientation programs and/or in beginning coursework. Augsburg computer labs all have Microsoft Word for those students who do not have access to this software elsewhere.

Attendance: Attendance is required. This class will emphasize classroom participation. If you miss the class you will be expected to make it up. Please make arrangements with the instructor. **It is STRONGLY discouraged to miss any classes. You can NOT pass this course if you have to miss more than two class sessions** – you will receive an “F” for the course, therefore please consider taking this at another time if you know that you have to miss class.

Courtesy Policies

Laptops:

- ❑ In an age of increased technology, many students are choosing to bring laptops into class to take notes and to look at posted resources on Moodle. It is my expectation that laptops will be used for taking notes or for viewing information and resources posted on Moodle, not for surfing on the Internet. If you chose to surf the Internet during class, please excuse yourself from class and respond to emails etc. in the hallway. The instructor reserves the right to deduct class participation points from any student who chooses to surf the Internet during class or to ask a student to refrain from bringing their laptop to class if it proves to be a distraction to the instructor and/or other students in the class.

Communication during Class time:

- ❑ Out of respect for your fellow classmates and the instructor, please refrain from “side bar” conversations during class time. These “side bar” conversations include oral communication, sign language, and note passing. Additionally, this policy includes text messages and cell phone usage. For the courtesy of all, please make sure your **cell phone is on “vibrate” during class time**. If you need to talk during class, please quietly excuse yourself from class and talk in the hallway. The instructor reserves the right to deduct class participation points from any student who violates this courtesy policy.

(**Tentative** ~ instructor reserves the right to change the scoop, sequence, and pace of lectures
***** weeks are weeks that are met back to back!**).

Course Schedule

April 4

Topic: Historical context and course overview - syllabus

April 18 ***

Topic: Special Education as a social movement & concepts that guide the field: Normalization, mainstreaming, integration, inclusion & beginning IEP discussion. Significant legislation and the IEP process from parent and student perspectives. Diversity in the schools.

Readings:

- ◆ Chapter 1-3

April 25 ***

Topic: Autism spectrum disorder
Resource Fair – second half of class

Readings:

- ◆ Chapters 11
- ◆ <http://web.syr.edu/%7Ejisincla/dontmourn.htm>

DUE: Graduate Resource fair

May 9 ***

Topic: Learning Disabilities, Sensory Disabilities (Blind/deaf/hh) and Giftedness

Readings:

- ◆ Chapter 5, 14, 15, 16

DUE: Disability WebQuest/Lesson Plan **Reflection on 3 resources from resource fair**

May 16 ***

Topic: Emotional and Behavioral Disabilities, ADHD, Other health Impairments, TBI

Readings:

- ◆ Chapter 7, 8, 12, 13

DUE: Graduate Literature Review

June 6

Topic: Mental Retardation, Severe and Multiple Disabilities, Physical Disabilities, Speech/Language

Readings:

- ◆ Chapter 5, 9, 10

DUE: Field Reflection Paper Due, AND Graduate Adapted Lesson Plans Due

June 20

LAST CLASS!!!

Topic: MAPS presentation & Disability across the lifespan (early intervention, adult services, and ethical issues) involving parents

Readings:

- ◆ Chapter 4

DUE: MAPS project & presentation