EDUC 6744 FOUNDATIONS: HISTORICAL, PHILOSOPHICAL, & LEGAL ISSUES RELATED TO DISABILITIES

FAIRLEIGH DICKINSON UNIVERSITY

PETER SAMMARTINO SCHOOL OF EDUCATION

Professor:
E-mail:
Office Phone:
Office:
Office Hours:

Course Description:

Foundations of special education practice. Learning environments that are culturally responsive. Ethical responsibility of special educators to advocate for the highest quality of life potential for students with exceptional needs. Special educators’ role in the healing process.

Required Readings:


Web-based SAGE Study Site at http://www.sagepub.com/gargiulo4e for additional learning tools: Media links, Internet activities, additional web resources, etc.

Additional readings will be posted on Blackboard.

Standards

A. New Jersey Professional Teaching Standards (NJPTS)

Standards available at http://www.state.nj.us/njded/profdev/profstand/standards.pdf

Standard 1 Content: Teachers shall understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to the NJ CCCS and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
Standard 3 Diverse Learners: Teachers shall understand the practice of culturally responsive teaching

Standard 7 Special Needs: Teachers shall adapt and modify instruction to accommodate the special learning needs of students

Standard 8 Communications: Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster these of inquiry, collaboration and supportive interactions

Standard 9 Collaboration and Partnerships: Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students’ learning and well-being.


Standard 3 Individual Learning Differences

Standard 4 Individual Strategies

Standard 6 Language

Standard 7 Instructional Planning

Standard 9 Professional and Ethical Practice

C. New Jersey Core Curriculum Standards

Standard 1: Visual and Performing Arts

Standard 2: Comprehensive Health and Physical Education

Standard 3: Language Arts Literacy

Standard 4: Mathematics

Standard 5: Science

Standard 6: Social Studies

Standard 7: World Languages
D. COMMON CORE STATE STANDARDS

All teaching candidates must be familiar with the new Common Core State Standards (the Standards) for English Language Arts and Mathematics and demonstrate an understanding of the Standards with respect to the design and delivery of instruction for students with disabilities. Students should maintain a copy of the Standards on their computer. The Standards can be found at: http://www.corestandards.org/

ESSENTIAL QUESTIONS:

1. How can all students have an equal chance of reaching their highest potential in American schools?

2. How can special education be most effective?

3. Are special educators truly special?

4. How can the practice of special education be culturally responsive?

5. How can families play an effective role in their child’s reaching their highest potential?

COURSE GOALS/OUTCOMES DERIVED FROM ESSENTIAL QUESTIONS:

1. Explore history of special education including the history of culturally diverse groups.

2. Explore special education models, theories, philosophies, and research that form the basis of curriculum development and instructional practice.

3. Examine past and current special education practices (referral, identification, diagnosis, treatment, placement) and related issues.

4. Demonstrate understanding of cultural differences and create learning environments that are responsive to student differences in race, culture, language, religion, gender, disability, socioeconomic status, and sexual orientation.

5. Create learning environments in which diversities are valued and which supports positive intercultural and intracultural experiences.

6. Advocate for students with special needs.

7. Understand impact of disability on student and family.

8. Self-evaluate biases regarding race, culture, language, religion, general, disability, SES and others.
sexual orientation that affects one’s teaching.


10. Develop culturally responsive strategies for engaging families in formulating educational plans for exceptional student.

11. Demonstrate understanding of cultural differences in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schools.

12. Communicate effectively with families of individuals with exceptional learning needs, including those from diverse backgrounds.

13. Demonstrate understanding of linguistic differences on growth and development and their impact on learning and develop appropriate strategies.


15. Articulate personal philosophy of special education.

**Evaluation/Performance Requirements**

**Rubrics for all assignments will be reviewed in class and posted on Blackboard.**

1. **Post-School Outcomes for Students with Disabilities  25 Points**

   Prepare a research paper that describes the post-school outcomes of students with disabilities with regard to postsecondary education, employment and independent living. Discuss outcome data regarding at least 3 of the following: race, gender, disability category, educational placement). Include, at a minimum 5 references, which support your discussion. **Assignment Due Date:**

2. **In-service Assignment: Culturally Responsive Practices  25 Points**

   Demonstrate an understanding of multiculturalism and culturally responsive pedagogy. Analyze and respond to a prompt (i.e., a Sample Teacher Evaluation Form) by: (a) identifying three culturally responsive practices that should be included in the teacher evaluation form; and (b) describing how you, as a teacher, would implement the identified practices. **Assignment Due Date:**
3. Challenges Facing Students with Disabilities and Their Families  **25 points**

Based on textbook readings, class discussions and individual research, develop an essay that details at least five challenges that face students with disabilities and their families. The challenges can be those faced while a student is in school or after leaving high school. Within the essay provide examples that relate to specific categories of disability, including low incidence disabilities.

**Assignment Due Date:**

4. Final Exam - In class  Short Essays  **25 points**

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**University, Department, and Instructor Policies**

**I. Attendance**

Students are required to attend class, arrive on time and participate in all courses for which they are enrolled. Class attendance and participation are essential to academic progress. Individual instructors may include class participation in the determination of the final grade. Each instructor will announce his or her grading policies at the beginning of the semester in each course, making clear the weight to be given to participation in grade determination. (FDU, 2002, p.13)

**II. Academic Integrity Policy**

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their College. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.
III. Grading policies

Grading and evaluation policies

1. Grades: 95 and above = A; 90-94 = A-; 87-89 = B+; 83-86 = B; 80-82 = B-
   77-79 = C+; 73-76 = C; Below 73 = F

2. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by an university employee.

3. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance they will be asked to withdraw.

1. Graduate Programs – Grading and similar policies

1. Grades:

   1. Weighted grades: A, A-, B+, B, B-, C+, C, and F. (Grades of C- or D are not acceptable grades in graduate programs.) The minimum passing grade for the graduate programs is a C.

   2. Incompletes (not a grade but a temporary status): STUDENTS HAVE THE RESPONSIBILITY TO COMPLETE ALL WORK IN A COURSE IN THE PRESCRIBED TERM. A student has the added responsibility to notify the course instructor of circumstances that will prevent the student from completing the required coursework on time. An incomplete should be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. The students will have through the third week of the next full semester (fall or spring) to complete the requirement for the course or the incomplete automatically will change to a failure. If appropriate, the instructor can request an extension of the incomplete, which requires the approval of the school director and the college dean.

   3. Change of Letter Grades: “No instructor shall change a grade from one letter grade to another based upon submission by the student of additional work unless the same opportunity has been made to all other students in the class.” A change of grade is always legitimate and appropriate when the recorded grade is the result of an error by any university employee.
2. Repeat Courses: If a graduate student repeats a course, both grades remain on the transcript and are averaged in the cumulative grade-point-ratio (GPA). The student will earn credit for one course.

3. Degree Requirements and Academic Probation

   1. The School of Education requires a minimum grade-point-ratio of 2.75 (3.25 for the MA in Learning Disabilities) for graduation.

   2. Students who receive two or more grades of C in graduate coursework will be warned, and if they do not demonstrate improvement in their academic performance, they will be asked to withdraw.

   3. Retention in the MAT program is contingent on maintaining a minimum grade-point-ratio of 3.00 (3.25 for the MA in Learning Disabilities).

   4. A graduate program of study must be completed within a period of five years from the time the student first registers for graduate study.

IV. Student Academic Services

   2. The University attempts to meet the needs of all students with special needs. The Office of the Dean of Students coordinates, through appropriate campus offices, services that would provide reasonable accommodations for students with special needs.

   3. If special accommodations are required, contact the dean of students as early in the semester as possible to that appropriate arrangements can be made. (FDU, 2002, p.5)

V. Policy on Course Completion

   In order to maintain matriculation status, students must register consecutively for the fall and spring semesters. If consecutive registration is not maintained, students must reapply to the Admissions Office. (FDU, 2002, p. 14)

   A leave of absence allows students to interrupt their graduate studies if necessary. (FDU, 2002, p. 14) Please see the Student Handbook for specific details.

VI. Student responsibilities regarding fulfilling course requirements

The following represents the MAT committee's policy regarding student responsibility in fulfilling course requirements:

   It is expected that students enrolled in courses and programs in the FDU School of Education (SOE) take a proactive stance in assuring that they meet the requirements to fulfill all courses necessary for certification and/or their respective program in the correct sequence and in a timely fashion. This means that it is the student’s responsibility to meet regularly with his or
her advisor, to line up a sequence of courses and a time frame for completion, to make sure that all check sheets are updated regularly and are current, and to make sure that all documentation such as resumes, transcripts, and Praxis reports are on file. While the SOE faculty will make every effort to smooth the path for the student and to keep accurate records, it is ultimately the responsibility of the student to ensure that he or she has completed the necessary paperwork and courses for certification and/or graduation.

VII. Picking up grades papers

Students are requested to pick up all of their papers from their professors (or the Quest office in Madison) within the first 3 weeks of the new semester. All work not retrieved by the end of these 3 weeks will be discarded.

VIII. Instructor Specific Policies

1. Please type and double-space all assignments. All papers must be submitted with cover page indicating title of assignment, course name and section, instructor’s name, your name, and date of submission. In addition to fulfilling the content requirements of each assignment, it is expected that each paper will be written using correct English, spelling, and grammar. Both content and mechanics will be considered in the grading. Remember to cite sources for ideas that are not your own using APA format. Citations are necessary for both conceptual issues and direct quotations. It is expected that all papers will be submitted by the due date unless prior approval is given for a good reason.

2. Student assessment and evaluation is performance based. Criteria for assessment include, but are not limited to:

   1. Demonstration of an understanding of the theory and concepts related to the topics of the course
   2. Demonstration of critical thinking
   3. Sufficient and appropriate evidence to support one’s position
   4. Creativity and development of strategies and procedures which reflect an understanding of the teaching/learning process
   5. Effective written and verbal communication skills which includes correct usage and expression

IX. Disclaimer

3. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.

4. Certification laws are subject to change. FDU is not responsible for changes made in New
Jersey State requirements, which might not grandfather a student.

X. References


6. FDU. (2002). Student Handbook (College at Florham)