

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

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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.

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.

B. Council for Exceptional Children Standards (CEC): Standards available at:
www.cec.sped.org/ps/perf_based_std/standards.html

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

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 sexual orientation that affects one's teaching.
9. Demonstrate competency as a self-reflective and culturally aware community participant.
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.
14. Explore future trends in special education.
15. Articulate personal philosophy of special education.

Evaluation/Performance Requirements

1. Participation in on-line & in-class discussions 30%

Each member of the class shares the responsibility for creating a positive and *challenging* learning environment. Preparation, participation, and respect for the ideas of other will allow for in-depth exploration of complex issues from multiple perspectives. The comments, questions and insights of each student are needed to enhance the learning of all students.

Different types of assignments will be given each week to help you synthesize the readings with your own experiences. Sometimes you will be given questions for critical reflection to prepare in advance of the next session. Other weeks, you will be presented with questions upon arriving in class and given time to think and synthesize concepts from the reading. Students are expected to participate responsibly in the class discussions. Oral contributions in the course will be judged according to the following criteria:

- the degree to which they manifest genuine interest in, and understanding of, the material being discussed;
- the degree to which they succeed in advancing the discussion by responding meaningfully to what others have said; and
- the degree to which they articulate coherent, interesting, thoughtful, plausible, and original claims, questions, and arguments.

The approaches used for this class require active participation and demonstrated readiness to participate. The sensitive nature topics we discuss necessitate an atmosphere of mutual respect and tolerance needed to create trust.

Students are expected to attend all class sessions and be on time. *Being late to class will lower your grade.* Should an emergency arise (illness, accidents, etc.) that prevents you from attending a session, it is your responsibility to contact the professor. Class time provides opportunity for interaction and collaboration that cannot be easily “made up” in other ways. If an absence should become unavoidable, your responsibilities include the following:

- Inform the appropriate professor ASAP.

- Arrange for a peer to obtain hand-outs, announcements, notes etc. from class. Check with your peer, **prior to the next class session. “I wasn’t in class...” does not fly.**
- Arrange for assignments to be turned in on the due date.

Participation = willing to answer questions, contributes positively to class discussions, cooperates with instructor and students in class presentations and activities;

Attitude = respects classmates, professors and guests, places high value on learning; makes honest effort to understand issues and the viewpoints of others;

Readiness = is prepared to start class at the scheduled time; reads course outline, readings, assignment instructions, knows due dates. Points awarded at discretion of instructor.

2. **Reflection: Developing your own personal philosophy of special education. Montani (10%) DUE: June 10th**

Your philosophy, supported by your own observations, experiences, beliefs, current and prior readings, and on-line discussions of how special education can help all students reach their highest potential in American schools.

Reflection Paper (10%) 3-5 pages (Due Session 6, June 10): incorporate perspectives on student differences in race, culture, language, religion, gender, disability, SES, and sexual orientation: Submit as an email attachment to montani@fdu.edu by June 10 midnight. How can Special Education help all students, including students with mild to extreme disabilities from dominant and non-dominant cultures, have an equal chance of reaching their highest potential in American schools? (Caring Rubric) Be sure to include specific references to readings, on-line discussions, in class discussions, and web sources in your paper.

3. **Short Paper: Multicultural School Assessment Joshi (10%) DUE: June 17th**

Read Sonia Nieto's article *Affirmation, solidarity, and critique: Moving beyond tolerance in multicultural education*. (Article Posted). Using her four levels of multicultural education (Tolerance, Acceptance, Respect, and Affirmation, Solidarity, and Critique) assess how your particular school supports diversity. Compose an s short paper (5-7 pages) which you describe your school's level(s) of multicultural education and give a rationale for your assessment.

5.Final Quiz (20%) due XXXX; non cumulative; more information to be provided in class.

Session/	Topic	Reading	Assignments/ Performance Tasks	CEC Standards
1 In- person Drs. Joshi & Montani	Introductions Course overview Syllabus & schedule review Dispositions regarding special education	Gargiulo, Overview (1-20) Yes, but how do we do it? Culturally Relevant Pedagogy*	Introduction to course Complete Your Disposition Survey; prepare a brief reflective summary of your personal results. Group discussion of results. Complete an Multicultural Ed inventory Discussion Board: overview, teams, participation rules Intro, overview of teams	
2 Online Dr. Montani	Big Ideas in American Special Education-Past and Current; Controversies-Differences, Ableism, Prevalence	Gargiulo: page 20-41	Respond to the two questions posted. on Discussion Board. Be sure to access the web based study guide www.sagepub.com/gargiulo3estudy for the podcast.	CC1K1, CC1K5, CC1S1, CC7K1, CC3K5, CC8S2, CC8S6, CC9S3, 7ii
3 Online Dr. Montani	Civil Rights Legislation; Litigation & Legislation affecting the field of special education	Gargiulo: Chapter 2 http://www.sagepub.com/gargiulo3estudy See Chapter 2-web resources: listen to 2 of the 4 podcasts and integrate information from the podcast into your responses to the questions posted on Discussion Board#2 and #3 due	1. Discussion Board #2 and #3. Respond to the questions posted by 6/1 midnight.	

		6/1		
4 In- Person Dr. Joshi	History: How did it all begin? Practices in the 1800's and 1900's; Pioneers, History of Exceptionalities, Research and theories that form the basis of curriculum development and instructional practice	MR (pp.154-156;186-189), LD (235-237; 201-204), ADHD(246-247; 270-271; 251-253; 317), ED(pp283-285; 315-319;), HI(404-406; 431-432; -456), Autism(333-334; 354-356), Physical or Health or Low Incidence Disabilities (487-493; 529; 534-535) A Selected History of Social Justice Education* www.understandingrace.org	In class: Timeline Discuss the ethical considerations you consider to be most relevant to special education. Indicate their importance and the implications they have on serving individuals with special needs. After reading ASHOSJE*, think about 2-3 events that resonated with you. Then go to the website and find periods that correspond to the items that resonated with you. Please be prepared to discuss your which items resonated with you, why and the periods you chose to read on the website.	CC1K1, CC1K8, CC7K1 CC1S1 1.i(1), 1.i(2) CC1K1, CC1K2 CC10S1, CC7K1 1.i(1), 1.i(2)
5 Online Dr. Montani	Culturally and linguistically diverse students	Historical perspectives on the rights and education of CLD individuals View at least 2 of the podcasts listed in your online study guide for Chapter 3; integrate information from at least 2 podcasts in your response.	Respond to Discussion Board questions #3. Be sure to respond to 2 other students who have not received a response yet. Due: no later than 6/8. REFLECTION Paper due: send as email attachment: See syllabus for more information Visit websites related to diversity & multiculturalism for more information on this topic www.nabe.org	CC5S3

			www.ncbe.gwu.edu http://curry.edschool.virginia.edu/go/comrise/home.html http://www.cec.sped.org http://www.crede.ucsc.edu/	
6 In-person Dr. Joshi	Institutional and Societal Contexts: Specifically discussing Ableism and Racism, Majority/Minority Bias and Privilege	Cultural Consonance Dissonance, and the Nuances of Racism* Understanding racism and prejudice* White Privilege*	1. Think of some everyday situations where you are advantaged/disadvantaged by race, ability or gender. Then compare your list with McIntosh's. What were the highlights of this comparison? 2. Think of some everyday situations in which you are advantaged/disadvantaged by race, ability, gender. How do your experiences in this area compare with those mentioned by McIntosh?	CC9S5,CC1S1 CC10K4,CC10S10
7 online Dr. Montani	The Changing role of parents and professionals; Legal & philosophical bases for accommodations and services in PL94-142;	Garguilo: Chapter 4 Podcasts related to Chapter 4; listen to 2 of the 4 listed	Respond to the 4 part question listed under Discussion Board #4. Post your response by 6/15.	CC1K9,CC1K10 CC3K3,CC3K4,CC9K1 2.i.(2), 3.1.(1), 3.ii (1),3.ii.(2).
8 In-person	Who are we as educators? Examining racial identity	Psychological and		CC6K1,CC6K2 CC6K3,CC6S2

Dr. Joshi	development and how that impacts interaction with students and the curricula	Educational Issues* Understanding Privilege and racial consciousness* For further reading: My Eyes have been opened: White Teachers and Racial Awareness *		3.i.(3),
9 Online Dr. Montani	Access for all- An American Tradition. Civil Rights ADA, 504; RTI, IDEIA, Changes in disability labeling and interventions	Gargiulo:page 200; 215-217; 21, 53-60; 44-53; Autistic Spectrum Disorder: pages 325- 359 Asperger Syndrome: pages 330-331, 342, 356 Attention Deficit Hyperactivity Disorder, 243-273	Respond to Discussion Board Question # 8 Due 6/22 midnight 500-600 word response	
10 In-Person Dr. Joshi	ELL and Students Immigrant students and families	Garguilo Chapter 3 Learning with and from Families Case Study*:Alecia		
11 In-person Dr. Joshi	Culturally Responsive Pedagogy	Culturally responsive teaching in special education for ethnically diverse students: Setting the stage * Differentiating		CC5K4,CC9S1, CC9S2,CC9S3, CC9S4,CC9S5, CC9S6,CC9S7

		Curriculum and Instruction for English-Language Learners With Special Needs* TBA		C9S10,CC9S12, CC1S1,CC10K4 CC10S10 1.ii.(2),7.ii,8.ii. (2) 10.ii.(1),10.iii.2
			Final Quiz	
In person Dr. Joshi and Montani			In Class Presentations	

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

1. Fairleigh Dickinson University will not condone academic dishonesty in any form. To do so would be unfair to those students who perform honestly. Academic dishonesty undermines the confidence of the student in his or her ability to learn and perform and casts a shadow on the value of the academic process, past and future. (FDU, 1966, p. 5).
2. 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 chairperson 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. (FDU, 2002, p. 15)

3. Student using online resources for their work are expected to provide appropriate citations and references. APA format should be used to cite sources.

III. Grade equivalents

1. A = exemplary performance, excellent understanding and demonstration of the knowledge and skills addressed
2. B = competent performance, very good understanding and demonstration of the knowledge and skills addressed
3. C = adequate performance, good understanding and demonstration of the knowledge and skills addressed, some minor flaws
4. D = inadequate performance, lacks a demonstration of an understanding of the knowledge and skills addressed, serious flaws in substance and presentation of material
5. I - Incomplete - this designation is not a substitute for a letter grade. It merely describes a student's temporary status in a course. It is to be given only in exceptional or emergency circumstances at the discretion of, and after consultation with, the instructor. Students have a responsibility to notify the instructor of circumstances preventing them from completing the requirements on time. Students will have up to the third week of the next full semester to complete the requirements. If the requirements have not been met within the prescribed period, the I automatically will become an F. The F is a letter grade and will count in the student's CGPA. (FDU, 2002, p. 14)
6. **Note:** All graduate students are expected to maintain a GPA of 3.0 or better. The grade of "C-" in a graduate course is considered a failing grade.

IV. Grading policies

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.

V. Student academic services

1. 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.
2. 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)

VI. Policy on course completion

1. 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)

2. 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.

VII. 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.

VIII. 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.

IX. 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
- 6.

X. Disclaimer

1. This syllabus is subject to change as the need arises. Students will be given ample notice of any changes in assignments and due dates.
2. Certification laws are subject to change. FDU is not responsible for changes made in New Jersey State requirements, which might not grandfather a student.

XI. References

1. FDU. (1966). Faculty Manual. Madison, NJ: Fairleigh Dickinson University.

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