

2016

EDSP 616-3S Special Education: Philosophy and Cultural Diversity

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XAVIER UNIVERSITY
College Of Social Sciences, Health and Education
Department Of Secondary and Special Education
Special Education: Philosophy and Cultural Diversity
EDSP 616-3S
CRN # 58042
(3 credit hours)
Summer 2016

Course Syllabus, Project Rubrics and Course Calendar

Day and Time: Fully Online Course
 Dates: June 13 – July 17, 2016
 Instructor: Joe Link
 (513) 328-6300
 linkj@xavier.edu
 Office Hours: By appointment. Please contact me via email, and we can set up an appointment by phone or in person.
 Response Time: Generally, I will respond to emails within 24 hours. I will be travelling from June 28 – July 4, and my response time may be slower then.

COURSE DESCRIPTION

This course explores the impact of the American historical factors, political and legal systems, and social and cultural identity theory upon special education. As the expectations and requirements for educators working with students on disabilities constantly evolve, educators must understand the fundamental political and legal principles which underlie state, federal and constitutional law in order to advocate for students with disabilities. By examining social and cultural identity theory, the course will provide a framework for students to analyze which claims about educational practices are the most congruent with meeting the needs of learners. Students will also have opportunities to reflect on their own cultural identity and biases, and the culture of the schools and students they serve. The course will survey the sociological problem of the overidentification of minorities in special education and suggest strategies to minimize this practice in schools. This course has an online component.

COURSE OBJECTIVES AND ASSESSMENT

Course Objective	Assessment
By the time students complete this course, they will be able to describe key events in the history of American special education.	Final Exam; Online Discussion Boards; 1980s Interview Essay;

Collaborate * Innovate * Educate

By the time students complete this course, they will be able to compare the Americans with Disabilities Act, Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Improvement Act.	Final Exam
By the time students complete this course, they will be able to articulate their own philosophy of special education.	Philosophical Position Essay
By the time students complete this course, they will be able to apply controversial texts about ethnic and religious diversity to current issues in special education	Final Exam
By the time students complete this course, they will be able to describe the values and beliefs of a religious group that they have recently encountered	Cultural Diversity Experience Essay;
By the time students complete this course, they will be able to evaluate key problems in the assessment procedures in schools that may lead to overidentification of minority students in special education.	Final Exam

CEC CODE OF ETHICS FOR EDUCATORS OF PERSON WITH EXCEPTIONALITIES:

This course will integrate a discussion of the code of ethics adopted by the Council for Exceptional Children:

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.

5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). *CEC Policy Manual*, Section Three, part 2 (p. 4). Reston, VA: Author. Originally adopted by the Delegate Assembly of The Council for Exceptional Children in April 1983.

STANDARDS FOR OHIO EDUCATORS

THE FOCUS OF TEACHING AND LEARNING

Standard 1. Students: Teachers understand student learning and development, and respect the diversity of the students they teach.

- 1.1 Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning.
- 1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.
- 1.3 Teachers expect that all students will achieve to their full potential.
- 1.4 Teachers model respect for students' diverse cultures, language skills and experiences.
- 1.5 Teachers recognize characteristics of gifted students and students with disabilities in order to assist in appropriate identification, instruction, and intervention.

Standard 2. Content: Teachers know and understand the content area for which they have instructional responsibility.

- 2.1 Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
- 2.2 Teachers understand and use content-specific instructional strategies
- 2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.
- 2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.
- 2.5 Teachers connect content to relevant life experiences and career opportunities.

Standard 3. Assessment: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- 3.1 Knowledgeable about assessment types, purposes, and resulting data
- 3.2 Select, develop, and use variety of assessments
- 3.3 Analyze data to monitor student progress, & to plan, differentiate, & modify instruction
- 3.4 Collaborate and communicate student progress with students, parents, & colleagues
- 3.5 Involve learners in self-assessment & goal setting

Standard 4. Instruction: Teachers plan and deliver effective instruction that advances the learning of each individual student.

- 4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- 4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.
- 4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities.
- 4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- 4.7 Teachers use resources effectively, including technology, to enhance student learning.

THE CONDITIONS FOR TEACHING AND LEARNING

Standard 5. Learning Environment: Teachers create learning environments that promote high levels of learning and achievement for all students.

- 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- 5.2 Teachers create an environment that is physically and emotionally safe.
- 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.
- 5.4 Teachers create learning situations in which students work independently, collaboratively or as a whole class.
- 5.5 Teachers maintain an environment that is conducive to learning for all students.

TEACHING AS A PROFESSION

Standard 6. Collaboration and Communication: Teachers collaborate and communicate with other educators, administrators, students and parents and the

community to support student learning.

6.1 Teachers communicate clearly and effectively.

6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

Standard 7. Professional Responsibility and Growth: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

REQUIRED TEXTS

Bull, Barry L., Fruehling, Royal T., and Chattergy, Virgie. *The Ethics of Multicultural and Bilingual Education*. New York: Teachers College Press, 1992. (This text is out of print, and must be purchased as a used book. Numerous inexpensive copies of this text are available at Amazon and other online retailers).

Tatum, Beverly J. *“Why Are All the Black Kids Sitting Together in the Cafeteria?”* New York: Basic Books, 1997.

Tobin, Joseph J., Wu, David Y.H., and Davidson, Dana H. *Preschool in Three Cultures: Japan, China and the United States*. New Haven: Yale University Press, 1989.

REQUIRED VIDEOS

Eugenics in Early 20th Century America. C-Span. Lectures in American History. 2013.

<http://www.c-span.org/Events/Lectures-in-History-Eugenics-in-Early-20th-Century-America/10737437579/>

Separate but Equal. George Steven s Productions. 1991. (available on Youtube at

<https://www.youtube.com/watch?v=oGMSf87hLbQ> – this Youtube video has Spanish subtitles, but since the movie out of print, this is the best way to view it)

COMMUNICATION:

Communication is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me through email or phone. If life circumstances interfere with class performance, requirements or attendance, contact me immediately. Individual needs will be addressed. Communication is necessary and expected.

ACADEMIC HONESTY:

All work must comply with the Academic Honesty Policy stated in the *Xavier University Catalog*. Please refer to it. Assignments and projects are due on posted calendar dates or dates adjusted during class times. Course assignments and requirements may be changed to meet the needs of the students and/or instructor.

LEARNING ASSISTANCE CENTER

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact the instructor personally to discuss the specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of Conaton Learning Commons to coordinate reasonable accommodations.

EVALUATION:

The final course grade will be calculated through the following assessments:

Icebreaker.....	4 points
Online Discussion Board (8 questions requiring posts and response @ 3 points each).....	24 points
Philosophical Position Essay.....	10 points
Philosophical Position Essay Outline and Phone Call.....	4 points
Cultural Diversity Experience #1 Essay.....	15 points
Cultural Diversity Experience #2 Essay.....	15 points
1980s Educator Interview Essay.....	10 points
1980s Interview Proposed Questions.....	3 points
Final Exam.....	<u>15 points</u>
	100 points total

GRADUATE GRADING SCALE:

Points	100 - 93 =	A
	92 - 90 =	A-
	89 - 87 =	B+
	86 - 84 =	B
	83 - 81 =	B-
	80 - 78 =	C+
	77 - 75 =	C
	74 - 0 =	F

THE ASSIGNMENTS

1. Online Discussion Board (24 points – 8 posts, plus responses, at 3 points each) – Several times each week, the course instructor will post discussion questions on the online discussion board on Canvas. Students should respond to the discussion questions and dialogue with the responses of at least one other student. Since posting on the online discussion board is a critical element to this class, the assessment of the postings will reflect how thoroughly a manner the students participated on the discussion board. Please use complete sentences when posting on Canvas.

24 points	21-23 points	18-20 points	17 or less points
Student posts on the online discussion board by the stated deadline. Student's posts are well argued, thoughtful of other student's posts, and free from grammatical errors.	Student posts on the online discussion board by the stated deadline. Student's posts have two of the three following characteristics: are well argued, thoughtful of other student's posts, and free from grammatical errors.	Student posts on the online discussion board late. Student's posts have two of the three following characteristics: are well argued, thoughtful of other student's posts, and free from grammatical errors.	Student misses online posts altogether or the posts that are written online are poorly argued, do not respond thoughtfully to other students' posts and/or have grammatical errors.

2. Philosophical Position Essay (15 points) – The student may have already written a personal philosophy of special education for another class. Building upon an existing draft, or starting fresh, the student should write a 4 page, typed, double spaced philosophical essay that argues a specific position about the goals and objective of special education or gifted education in a school and in society. Students may choose from the following topics:

- Full inclusion versus a continuum of services

- Academic content standards versus a functional life skills curriculum versus some combination of both
- Student input, parent input, school input into the curriculum and IEP planning
- Traditional teaching versus online learning programs versus some combination of both
- Adherence to standards based curriculum versus using nontraditional curricula
- Other topics as proposed by the student

In this essay, the student should be sure to cite research properly where appropriate, although citing one or two authors for this essay should be enough and is typical for a philosophical essay. The student should be careful not only to lay out their own arguments but to state and refute counter arguments. Students should be show a rough outline of the essay to the course instructor in an individual conference early in the course. The final essay will be graded according to the following rubric:

10 points	9 points	8 points	7 points or less
Essay has a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essay has four of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essay has three of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	Essay lacks the following components necessary for graduate level writing: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.

3. Cultural Diversity Experience Essays #1 and #2 (15 points each) – The student will plan a two 2-hour field projects collaboratively with the course instructor. The field projects should engage the student in a culturally diverse community in which they have little previous experience. In a 3 page essay, the student will describe the experience, reflect upon the student’s own cultural background and what the student learned from this experience, and lay out questions about this new community that are unresolved. The purpose of this assignment is to broaden the student’s understanding of culture in the Greater Cincinnati area or whatever area he or she lives.

10 points	9 points	8 points	7 points or less
Essay has a clearly stated thesis, logical argumentation, smooth transition between paragraphs,	Essay has four of the five following components: a clearly stated thesis, logical	Essay has three of the five following components: a clearly stated thesis, logical argumentation, smooth	Essay lacks the following components necessary for graduate level writing: a clearly stated thesis, logical

proper citations, and is free of grammatical errors.	argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.	transition between paragraphs, proper citations, and is free of grammatical errors.	argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors.
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4. 1980s Interview Essay (10 points) – Each student will interview an educator, counselor, or administrator who can share memories of the changes or continuity in special education during the 1980s, with a focus, if possible, on changes in special education prompted by the passage of the Education of All Handicapped Children Act in 1975 (now known as IDEA). **It is strongly preferred that this interview take place in person or on the phone, and not by email.** Prior to the interview, it is recommended that the students prepare a list of possible questions he or she might ask, although the student should remain flexible if the interview takes off in an unexpected direction and ask spontaneous questions as needed. The interview should be summarized in a 3 page, double spaced essay.

10 points	9 points	8 points	7 points or less
The essay has a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and is free of grammatical errors. It clearly relates to the readers the major themes that emerged during the interview.	The essay has four of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and are free of grammatical errors. It clearly relates to the readers the major themes that emerged during the interview.	The essay has three of the five following components: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and are free of grammatical errors. It is unclear what the major themes were that emerged during the interview.	The essay lacks the following components necessary for graduate level writing: a clearly stated thesis, logical argumentation, smooth transition between paragraphs, proper citations, and are free of grammatical errors. It is unclear what the major themes were that emerged during the interview.

5. Final Exam (15 points) – The final exam typically consists of 20-30 short discussion questions and is given as a take home exam. The student may use books or notes for the final exam.

TENTATIVE CALENDAR OF EVENTS

Date	Topics	Assignment due related to that module
Week of June 12 – Module 1	Welcome; Introductions; Course Expectations; History of Special Education; Legacy of the Eugenics Movement; Legacy of the Civil Rights Movement;	<ul style="list-style-type: none"> • Watch and discuss online Eugenics in American History 90 minute video from C-Span 3 featuring Robert Rydell: http://www.c-span.org/Events/Lectures-in-History-Eugenics-in-Early-20th-Century-America/10737437579/ • Watch and discuss online <i>Separate but Equal</i> (movie lasting 3 hours, 11 minutes): https://www.youtube.com/watch?v=oGMSf87hLbQ
Week of June 19 – Module 2	Racial Identity Theory and Education; Individual Phone Meetings with Course Instructor	<ul style="list-style-type: none"> • Outline of the main arguments in the Philosophical Position essay due; Schedule a phone call with me on June 20, 21 or 22 to review your outline – We will also have a brief discussion about where you might complete your Cultural Diversity Experience • 1980s Educator Interview Proposed Interview Questions due June 23 • Read and discuss “Why Are All the Black Kids Sitting Together in the Cafeteria?” pages 1 – 113 • 1980s Education Interview Essay due July 8
Week of June 26 – Module 3	International Perspectives on Education	<ul style="list-style-type: none"> • Read and discuss <i>Preschool in Three Cultures</i>: Chapters 2, 3 and 4 (chapters on Japan, China and the United States)
Week of July 4 – Module 4	Ethics of Multicultural Education Final Exam given to students around July 6	<ul style="list-style-type: none"> • Read and discuss <i>The Ethics of Multicultural and Bilingual Education</i>: Chapters 2, 3 and 4 (chapters on liberal theory, democratic theory and communitarian theory) • Cultural Diversity Experience Essay #1 due by email by 11:59 PM on July 10 • Cultural Diversity Experience Essay #2 due by email by 11:59 PM on July 15

Week of July 11 – Module 5	Philosophy of Special Education	<ul style="list-style-type: none">• Philosophical Position Essay due by email by 11:59 PM on June 30• Read and discuss Michael Specter, “The Dangerous Philosopher” (1999) available at http://www.michaelspecter.com/1999/09/the-dangerous-philosopher/• Read and discuss an essay “51-people” on Starfire’s blog: https://cincibility.wordpress.com/2012/06/08/51-people/• Read and discuss Norman and Emma Kunc article, “Hell Bent on Helping” at http://www.broadreachtraining.com/articles/arhellbe.htm• Final Exam due by email by 11:59 PM on July 17
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