WILLIAM PATERSON UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OUTLINE

Theme: Preparing Inquiring Educators for Diverse Settings: Developing Knowledge, Application, Dispositions

1. **Title of Course and Course Number:** SPC 2550 Foundations of Education in a Diverse Society  
   Credits: 3

2. **Description of the Course:** This introductory course for teacher candidates seeking dual licensure in regular and special education provides an educational knowledge base consisting of the philosophy, principles, theories, legislation, court decisions, and historical foundations for educating citizens, including those with disabilities, in a democratic society. State and CEC standards are used to define current practice and the expectations held for teacher candidates who in turn begin to construct their personal philosophies of education. Characteristics of learning and intellectual disabilities, emotional/behavioral disorders, and autism are presented. Particular attention is given to ways in which these characteristics impede the progress in the general education curriculum and the methods and strategies employed by teachers to maximize student success in inclusive settings. Candidates understand how primary language, culture and familial backgrounds interact with the k-12 student’s disability to impact his/her academic skills, social abilities, attitudes, values, interests and career options. Elements of instructional planning are introduced. A 20-hour unsupervised field observation engaging k-12 students in an urban classroom setting is required as part of this course. In this writing intensive course, candidates receive instruction and practice in learning to write for multiple audiences in the field of education. Candidates apply their writing skills to express their ideas on education, to organize and summarize information on disabilities, to plan lessons, and to analyze factors that inform instruction. Multiple drafts with feedback are critical components of the writing process.  
   **This course contains the following required documentation of CEC Standards:** Foundation Exam and Professional dispositions Assessment.

3. **Course Prerequisites:**  
   **Prerequisites**  
   - 60 or more course credits  
   - ANTH 202  
   - GPA of 2.75  
   - Acceptance into the Elementary Education k-5/TSD or the k-12 Subject Area TSD programs  
   **Co-Requisite**  
   - Completion of the Technology Challenge Exam or CS 215

4. **Course Objectives:**
1. Explore the professional dispositions associated with becoming an educator in today’s social climate in the process of evaluating the status of one’s own professional behaviors.
2. Identify legal, political, social, cultural, and economic factors that have influenced society's vision of the issues that confront public education, and the advances in research and theory and the litigation, legislation, and political and social action that has shaped special education.
3. Examine the major philosophies of education as the prelude to candidates formulating their own educational philosophy.
4. Demonstrate knowledge of terminology and the processes by which eligibility for special education services is established, and an Individualized Education Program (IEP) is developed.
5. Analyze the impact of the cognitive, linguistic, perceptual, behavioral, and physical characteristics associated with the disabilities defined in IDEA 2004 upon learning and behavior in the classroom and the methods, adaptations, technologies, and materials which teachers use to facilitate progress in the general education curriculum.
6. Identify the role of the family in the lives of individuals with disabilities and the influence of cultural norms, values and beliefs upon the individual views of disability and the delivery of special education services.
7. Develop skills in the preparation of lesson plans that align skills and content with the NJ Core Curriculum Content Standards, and organize instruction around essential questions, student learning outcomes, presentation of content & skills, practice and assessment.
8. Identify the community, school, classroom and student factors which provide the context in which instructional decision are made.
9. Develop skills in written expression through instruction and drafts with feedback on assignments related to the theoretical and applied topics in education.

5. **Student Learning Outcomes:**

*Writing Intensive SLO: Students will be able to*

1. Use writing-to-learning strategies (such as brainstorming, free-writing, reading logs, etc.) to develop their understanding of course content and to think critically about the content.

2. Use drafting, revising, editing and other writing processes to develop final writing products appropriate to the discipline, such as thesis-drive essays, formal reports, or professionally formatted manuscripts.

3. Use research and documentation skills where they may be necessary and integrate them through paraphrase, quotation, and citation, in accordance with the conventions of the discipline.

*Course SLO related to the Writing Intensive SLO: The teacher candidate will be able to...*

1. Demonstrate the ability to articulate a vision of the appropriate goals of education and how those goals can be accomplished, as evidenced by the preparation of an educational philosophy; preparation and writing to include pre-writing instruction on structure and content, brainstorming; multiple drafts; feedback from peers and instructors with emphasis upon organization, depth, and development of ideas, and language mechanics (page requirement – 2 pages) WI SLO # 1, 2
2. Demonstrate the ability to plan instruction for individual students with specific disabilities, as evidenced by completion of writing-to-learn activities based on case studies that require the generation of selected parts of lesson plans, including objectives, essential questions, descriptions of learning activities, and assessments (page requirement – 4 pages) \textbf{WI SLO} #1

3. Demonstrate the ability to analyze contextual factors that impact on a child’s ability to learn and thus inform instruction, as evidenced by a contextual factors report that analyzes factors related to the community, school, classroom, and individual student with special attention to the influence of cultural and linguistic diversity: preparation to focus on how to observe and report factors and their implications; multiple drafts if necessary; feedback from instructor regarding content (page requirement – 5 pages) \textbf{WI SLO} #2

4. Demonstrate the ability to plan instruction as evidenced by the preparation of a lesson plan: preparation to include models of lesson plans, instruction in citation of sources, and specific directions regarding format and content; feedback with emphasis on clarity, thoroughness and connections between sections, presentation of lesson to class (page requirement – 3 pages) \textbf{WI SLO} #3

5. Demonstrate knowledge of characteristics of disabilities, their impact on learning, and appropriate instructional strategies and adaptations, as evidenced by a written and oral report on disabilities, preparation to include instruction in paraphrasing, quotation, and citation; guidance on structure of report and how to prepare a power point presentation from a written report; feedback on oral report from peers (page requirement - 3 pages) \textbf{WI SLO} #3

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>NCATE</th>
<th>CEC</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
<th>WPU 20 Teaching Competencies</th>
<th>UCC Program SLO</th>
<th>Writing Intensive SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational philosophy (writing intensive)</td>
<td>1</td>
<td>1, 4, 5, 7</td>
<td>1, 2, 3, 4, 7, 8, 9, 10</td>
<td>n/a</td>
<td>1, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20</td>
<td>1, 3</td>
<td>1, 2</td>
</tr>
<tr>
<td>2. Writing to Learn - short pieces (writing Intensive)</td>
<td>1</td>
<td>1-10</td>
<td>1-11</td>
<td>3, 4, 5, 6</td>
<td>1-20</td>
<td>1, 6</td>
<td>1</td>
</tr>
<tr>
<td>3. Contextual factors based</td>
<td>1, 3, 4</td>
<td>2, 3, 4, 5, 6, 7, 8</td>
<td>2, 3, 4, 5, 6, 7, 9</td>
<td>3, 4, 5, 6</td>
<td>8, 10, 12, 13, 14, 15, 16, 17, 18, 20</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
upon classroom observation (writing intensive)

| 4. Lesson Plan (writing intensive) | 1 | 2, 3, 4, 5, 6, 7 | 2, 3, 4, 7 | n/a | 1, 2, 4, 6, 8 | 1, 5, 8 | 3 |
|---|---|---|---|---|---|---|
| 5. Disability Characteristics (writing Intensive) | 1 | 4, 7, 8 | 1, 4, 5, 7 | 3, 4, 5, 6 | 1, 2, 3, 4, 6, 16, 20 | 1, 5 | 3 |

Link to Standards: [http://www.wpunj.edu/coe/resources/standards.dot](http://www.wpunj.edu/coe/resources/standards.dot)

Link to Writing SLO: [http://www.wpunj.edu/dotAsset/229822.pdf](http://www.wpunj.edu/dotAsset/229822.pdf)

6. **Topical Outline of the Course Content:**

1) The status of teachers in today’s society
   a) professional dispositions and role-related expectations
   b) NJ Core Curriculum Standards
   c) CEC standards
   d) the role of the NJEA and AFT
   e) professional development and lifelong learning

2) The role of schools in a democratic society;
   a) goals and outcomes of education
   b) curriculum and instruction for all learners, including those with diverse academic, social and/or economic challenges

3) Factors influencing public education
   a) legal, political, social, cultural, and economic factors
   b) definitions of disability

4) History of education
   a) historical trends in public education
   b) litigation, legislation, and social action that has shaped special education

5) The major philosophies of education
   a) Perennialism
   b) Essentialism
   c) Progressivism
   d) Social Reconstructionism
   e) Existentialism

6) Terms and practices in special education
   a) IEP Process
   b) Least restrictive environment
c) Continuum of services
d) Related services
e) Parental safeguards
f) Transition to post-secondary settings

7) Characteristics of disabilities and their impact on learning
   a) Learning Disabilities
   b) Attention Deficit Hyperactivity Disorder
   c) Intellectual Disorders
   d) Emotional-Behavioral Disorders
   e) Autism
   f) Severe and Multiple Disabilities

8) Adaptations for students with disabilities
   a) Instructional strategies
   b) Materials
   c) Technologies

9) Instructional planning
   a) Core Curriculum Content Standards,
   b) lesson objectives,
   c) student learning outcomes,
   d) planning & materials,
   e) introduction,
   f) presentation of material,
   g) practice,
   h) assessment.

10) Family and community perspectives
    a) impact upon the family of a child with a disability
    b) Students from diverse cultural and linguistic backgrounds

11) Written expression in education
    a) Mechanics of writing
        ii) Organization, transition, and paragraphing
        iii) Usage and clarity of expression
        iii) Proofreading for common errors in grammar and language mechanics
    b) Peer feedback
    c) Connecting broad principles to practical considerations and personal experience
    d) Writing objectives connected to standards
    e) Writing step-by-step directions

7. Guidelines/Suggestions for Teaching Methods and Student Learning Activities:
   ▪ Lecture and discussion
   ▪ Small group assignments outside of class
   ▪ Current events issues debates and analysis - Cooperative learning groups
   ▪ Video vignettes and case studies
   ▪ Experiential learning
   ▪ Peer and instructor editing of multiple drafts of the Educational Philosophy Statement
   ▪ Written analysis of focused observations of Pre-K-Grade 12 settings
   ▪ Multimedia presentations
   ▪ Writing Intensive Activities
8. **Guidelines/Suggestions for Methods of Student Evaluation:**

1. Written educational philosophy (SLO #1) – 1 page

   *Writing Intensive*: pre-writing activities on structure and content; multiple drafts; feedback from peers and instructors; emphasis upon organization, depth, and development of ideas, and language mechanics

2. Short in-class writing assignments (SLO #2) – 4 pages

   *Writing Intensive*: Writing to learn activities in response to case studies of students with disabilities; free writing pieces for sharing with peers and feedback from instructor

3. Contextual Factors analysis based upon 20-hour observation in an urban school (SLO #3) – 5 pages

   *Writing intensive*: pre-writing activities focusing on how to observe and report factors and their implications; feedback from instructor regarding content

4. Lesson Plan (SLO #4) – 3 pages

   *Writing Intensive*: models of lesson plans; instruction in citation of sources; specific directions regarding format and content; emphasis on clarity, thoroughness and connections between sections

5. Written report and oral presentation on the characteristics of disabilities, their impact on learning and adaptations for addressing the impact (SLO #5) – 4 pages

   *Writing Intensive*: instruction in paraphrasing, quotation, and citation; guidance on structure of report and how to prepare a power point presentation from a written report

6. Self-ratings of dispositions

7. Other assignments and performance as determined by the instructor

9. **Suggested Readings, Text, Objects of Study:**


10. **Bibliography of Supportive Texts and Other Materials:**


**Websites**

Attention Deficit Disorder – http://www.add.org

Autism - http://www.cdc.gov/ncbddd/autism

Cerebral Palsy - http://www.ucp.org

Disabilities - http://www.childdevelopmentinfo.com/disorders

Disabilities - http://www.ncdae.org


Down Syndrome - http://www.ndss.org

Emotional/Behavioral Disorders - http://www.mentalhealth.samhsa.gov

Learning Disabilities - http://www.ldanatl.org

Speech/Language Disorders - http://www.asha.org

Standards and ethics for educators - http://www.cec.sped.org
11. **Preparer’s Name and Date**: Marjorie Goldstein, October, 2005

12. **Original Department Approval Date**: October, 2005

13. **Reviser’s Name and Date**: Peter Griswold, Ed. D., December, 2010

14. **Department Revision Approval Date**: January, 2011
Educational Philosophy (SLO #1)

Rubric

<table>
<thead>
<tr>
<th>Area</th>
<th>Needs improvement</th>
<th>Satisfactory</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of ideas</td>
<td>Philosophy contains generalizations that need more explanation and/or examples; ideas need to be more thoroughly elaborated</td>
<td>Ideas are relevant, thoughtful, and explained in sufficient detail to demonstrate understanding</td>
<td>Ideas, either in quality or quantity, reflect deeper thinking about the goals education should accomplish and how teachers go about accomplishing those goals</td>
</tr>
<tr>
<td>Organization</td>
<td>Ideas need to be expressed in logical order; paragraphs need a main idea and supporting detail; too many unconnected ideas in one paragraph; transition between ideas is needed</td>
<td>Ideas are expressed in logical order; most paragraphs are organized around a single main idea and supporting detail; most connections between ideas are logical; most connections are reinforced through transition words</td>
<td>Ideas build upon each other; all paragraphs are organized around a main idea and supporting detail; connections between ideas are logical and reinforced through transition words on a consistent basis</td>
</tr>
<tr>
<td>Vocabulary usage</td>
<td>Awkward or incorrect usage; low level vocabulary; some words needs changing</td>
<td>Usage is correct, and vocabulary is college level</td>
<td>Vocabulary is varied, precise, and high level; words used reflect familiarity with education terms</td>
</tr>
<tr>
<td>Language mechanics</td>
<td>More than two errors in mechanics (including spelling)</td>
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<tr>
<td>Preliminary expectations &amp; Initial Impressions</td>
<td>Missing or too brief or general to give an impression</td>
<td>Sufficient detail</td>
<td>Thorough and brings out similarities and contrasts between expectations and impressions</td>
</tr>
<tr>
<td>Student characteristics</td>
<td>Missing or lacking in detail; simply names grade and disability</td>
<td>Sufficient description to provide an impression of students’ skills, behavior and strengths</td>
<td>Thorough description of how skills, behavior, and strengths impact on learning</td>
</tr>
<tr>
<td>Diversity</td>
<td>Missing or just names ethnicity, race &amp; gender of students</td>
<td>Includes description of how linguistic and cultural diversity is accommodated</td>
<td>Includes description of how linguistic and cultural diversity is accommodated; includes evaluation and suggestions for improvement</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>Missing or just provides location of desks and other furniture</td>
<td>Description of classroom layout</td>
<td>Description of how classroom layout facilitates learning &amp; movement</td>
</tr>
<tr>
<td>Instruction Environment</td>
<td>Missing or just touches only briefly on teaching style &amp; learning activities</td>
<td>Describes teaching and learning activities in terms of some of the following: teaching style, learning activities, materials, adaptations, behavior &amp; assessment</td>
<td>Thorough description of teaching style and learning activities, materials, adaptations, behavior, and assessment</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Missing or just describes your own activities</td>
<td>Describes activities, and reflects upon your own disposition &amp; what you learned about teaching</td>
<td>Reflects upon your own disposition &amp; what you learned about teaching and cites goals for growth</td>
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