

WEBSTER UNIVERSITY

COURSE SYLLABUS

SPED 5270.01
(COURSE NUMBER)

Barbara Stewart
(Instructor)

Advocating for Persons with Disabilities
(COURSE TITLE)
2003

Term: SPRING 11

Site: 50

- 1. Course Description: (Student focus, rationale, scope, prerequisites)**

Students examine the role of teachers, parents, and professionals in advocating for appropriate services for persons with disabilities. Special emphasis on is prejudice, discrimination, civil rights, models of disability, educational planning, and due process. Students will examine their own perceptions, beliefs and attitudes about disability.

- 2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)**

- A. The student will be familiar with the characteristics of successful parent-professional relationships and the major goals of current family support programs.**
- B. The student will be knowledgeable about current issues related to the special education law and family rights. The student will be knowledgeable of strategies to facilitate the inclusion of students with disabilities into regular environments.**
- C. The student will be knowledgeable about the disability experience from the perspective of individuals with disabilities.**

D. The student will be knowledgeable about the essential professional advocacy competencies.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

- WEEK 1:** Introduction to course
Grieving process
Perception of disability
Who is an advocate?
Speaker
Reading Material- Part 1
- WEEK 2:** "Paradigm Shift"
"What do Families Want?"
Cognitive Restructuring

Video
Reading Material- Part 11 and Chapter 4
Journal 1 Due
- WEEK 3:** Models of Disability
Idea, 504 and ADA
Reading Material Chapter Part III and Chapter 6
Journal 2 Due
- WEEK 4:** Guest Speaker
Moral and Ethical Behavior
Reading Material- Chapter 3
Video
Journal 3 Due
- WEEK 5:** Parent/Professional Relationships
Reading Material Part IV
Parent Panel
Reading Material Chapter 9
Journal 4 Due
- WEEK 6:** Ethical Analysis Skills

**Philosophy of Progressive Inclusion
Presentations
Reading Material Chapter 12
Journal 5 Due**

**WEEK 7: Role of Advocacy Groups
Quality of Life Issues
Reading Material Chapter 11
Journal 6 Due**

WEEK 8: FINAL EXAM

4. Resources:

B. Text Used : Making a Difference Craig R. Fiedler

Supplemental Readings: Articles will be distributed as appropriate

Audio Visual/Other : As applicable—Videos and guest speakers will be used throughout the course.

5. EVALUATION:	% of Grade
a) Journal and Questions	30%
b) Examinations—Final Exam	40%
c) Class participation/attendance	10%
d) Class presentation	20%

**6. Supplements: Guide, Sample Tests, Project Outlines may be attached.)
Please list.**

7. **3 Hour Courses:** Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings;

- a) Lab
- b) Curriculum Project
- c) Paper(s)
- d) AU Project
- e) Other

8. **Final Projects:**

Final projects / exams will be returned to students in the following manner:

Journals will be returned to the students during the last class session. Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so the final exam can be returned.

NOTE: Papers will not be available for pick up from the School of Education—M.A.T. Office.

This syllabus is subject to change at the discretion of the instructor.

Therefore, regular attendance is required.

Supplements:

Journals and Question- Each student will be asked to record weekly reactions to class discussions and readings. Through reflection, students will assess and formulate their beliefs about individuals with disabilities, families, and current philosophy. Students will be asked to bring one question weekly for small class discussion. Format will be provided during Class 1.

Articles - Each student will be asked to read a journal or magazine article that is of special interest or significance to them. The topic must relate to current issues that involve disability, advocacy, family support, or legal rights. Articles will be presented weekly by different class members.

Final Exam - The take-home final exam will consist of five essay questions. Questions will be provided during Class 8.