

A. Course Description

Department of Special Education
SED 886, Seminar in Special Education, 3 Hours

B. Critical study of research literature on education of exceptional individuals. Directed study based on student's area of emphasis.

C. Text

Brynes, M. A.. (2008). Taking sides: Clashing views on controversial issues in special education (3rd ed). Guilford, CT: McGraw-Hill/Dushkin.

American Psychological Association, (2001). Publication manual of the American Psychological Association (5th ed.). Washington, DC: American Psychological Association.

D. Course Objectives

The objectives of this course are designed to increase special education graduate students knowledge of professional literature, knowledge of present and future issues, critical thinking skills, and professional writing skills . Upon completion of this course, participants will:

1. Demonstrate the use of research services, facilities, and resources on the campus including the utilization of technology,
2. Demonstrate a thorough knowledge of special education history, philosophy, and theory through extensive reading of special education professional literature by actively engaging in daily seminar discussions,
3. State and discuss major current special education issues, controversies, and trends related to assessment, identification, labeling, placement, cultural diversity, collaboration, inclusion, discipline, programming, participation in statewide assessment, participation in the general curriculum, methodology, employment, etc. in their journals, reflections, article summaries, in-class discussions, and Blackboard class discussions,
4. Demonstrate knowledge of state and national educational initiatives, i.e., KERA, NCLB, participation in the Program of Studies, Experienced Teacher Standards, etc. that affect special education,
5. Critique special education professional literature. Interpret research findings and research implications for the classrooms (curriculum, methodology, management, etc.),
6. Conduct literature search on a special education topic of importance in the area of emphasis and write a comprehensive state of the art paper on it,
7. Use technology in education and to conduct research in special education literature,
8. Create evaluation criteria and apply it objectively, and
9. Demonstrate professional writing skills and apply the APA Publication Manual.

These student learning outcomes align with CEC Standards 9 and 10.

E. Course outline: Note: These are the topics from a previous course offering, but the students participate each term in deciding the issues and the schedule of the issues that will be discussed that term, so the future course listings will be different. The issue of overrepresentation is the issue that should always be included.

1. Library Speaker on Professional Literature Search, APA Publication Manual, Plagiarism, Issues for Paper, How to write a Review of Literature/Position Paper (and make it interesting to read!), Overview of Course, Assignments, Blackboard,
2. Does IDEA 2004 Contain Substantial Changes?
3. Is Eliminating Overrepresentation Beyond the Scope of Public Schools?
4. Do funding formulas create a perverse incentive to place students in special education? Will more federal monitoring result in better special education?
5. Do Students with Disabilities Threaten Effective School Discipline?
6. Does NCLB Leave Some Students Behind? Will NCLB Requirements Produce Highly Qualified Special Education Teachers?
7. Share Information on major topics in special education in class
8. Can Scientifically Based Research guide Instructional Practice?
9. Is Full Inclusion the Least Restrictive Environment?
10. Should Students with Disabilities Be Exempt from Standards-Based Curriculum? Should Students with Cognitive Disabilities Be Expected to Demonstrate Academic Proficiency?
11. Have Schools Gone Too Far in Using Accommodations?
12. Is Attention Deficit Hyperactivity Disorders Overdiagnosed?
13. Are There Scientifically Effective Treatments for Autism?
14. Discuss special education early childhood issues
15. Discuss special education early childhood issues
16. Wrap up class meeting

F. Course Requirements

All written work must be in formal, professional English and in accordance with the APA Publication Manual. Course-related emails and postings to Blackboard are included in this policy. All written work should demonstrate the student's best professional writing skills. Microsoft Word should be used for all assignments submitted online.

1. Read assigned material in text and course material on Blackboard.
2. Post information relevant to issues on the Discussion Board.
3. Demonstrate leadership and active participation in class discussion by contributing provocative information or analysis,
4. Critique four articles from recent peer-reviewed special education journals on four different issues selected for class discussion,
5. Write two reflections, mid term and end of term, on professional growth as a result of this class with references to the professional literature and text,
6. Write a review of the special education literature on a specific issue or trend in the student's area of emphasis, written according to the APA publication Manual,
7. Answer quiz questions over content such as APA Publication Manual, and
8. Search for and share information with members of a Study Group through meetings and posting to the Study Group's Discussion Board or Chat Room.

G. N.A.

H. Course Evaluation

1. Paper is worth a maximum of 80 points.

2. Critiques of four articles from peer-reviewed special education journals (5 pts each) are worth a maximum of 20 points.
3. Two reflections (20 pts each) are worth a maximum of 40 points.
4. Demonstrating leadership and participation are worth a maximum of 20 points.
5. Postings to Discussion Board are worth a maximum total of 20 points.
6. Quizzes are worth a maximum of 20 points.

200-180=90% (A) 179-160=80% (B) 159-140=70% (C) 139-120=60% (D) 119 or less (F)

I. Student Progress

As assignments are graded, the points will be posted on Blackboard throughout the term.

J. Attendance Policy: Class Meetings and Blackboard

All students are required to attend all scheduled class meetings. Because the class is a seminar, it is essential that all students attend all class meetings. If a student cannot attend all class meetings, the course should not be taken until all class meetings can be attended. A student with more than three absences will fail this course. When a student has not logged into SED 886 on Blackboard between class meetings, it will be counted as a class absence along with missing class meetings. If a student is absent, the student loses the points for leadership and participation. Quizzes cannot be taken if the student misses class. All assignments must be turned in on time or early. All late assignments will be graded more stringently.

Attendance requires attending to the Blackboard instruction and activities. As stated above, each student must logon to SED 886 on Blackboard at least once between one class meeting and the next to obtain information, read and post on the Discussion Board, communicate with classmates, and submit assignments. Each student should daily check their EKU email for messages from classmates and instructor.

It is the student's responsibility to access an online computer in their home community or on campus. Problems with home computers and servers are to be expected, and students should locate other computers to use to meet the course requirements. If problems occur accessing Blackboard from off-campus, then the student is expected to come to campus to access Blackboard.

K. Withdraw Date: The last day to withdraw is _____.

L. Disability Accommodation Statement

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

M. Academic Integrity

Students are advised that ECU's Academic Integrity Policy will strictly be enforced in this course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity

Course P/N	Course Title
SED 886	Seminar in Special Education

CONCEPTUAL FRAMEWORK ELEMENTS
CF1: Knowledge - Enables candidates to construct understanding of the complexity and richness of the teaching/learning process.
CF2: Pedagogical Skills - Enables the professional educator to facilitate learning for all students.
CF3: Dispositions - Includes the professional attitudes, values and beliefs that support student

learning and development.
CF4: Technology - Focuses on preparing candidates who are able to use educational technology to help all students learn.
CF5: Diversity - Reflects the Unit's commitment to preparing candidates to support learning for all students

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A	--	K, A	--	K, A
KA1		KA 5C		KA 4B, 5C

TEACHER STANDARDS (2008)
STANDARD 1: The teacher demonstrates applied content knowledge
STANDARD 2: The teacher designs and plans instruction
STANDARD 3: The teacher creates and maintains learning climate
STANDARD 4: The teacher implements and manages instruction
STANDARD 5: The teacher assesses and communicates learning results
STANDARD 6: The teacher demonstrates the implementation of technology
STANDARD 7: Reflects on and evaluates teaching and learning
STANDARD 8: Collaborates with colleagues/parents/others
STANDARD 9: Evaluates teaching and implements professional development
STANDARD 10: Provides leadership within school/community/profession

Kentucky Teacher Standards – Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10

K, A						K, A	K	K, A	
KA 1, 2D	--	--	--	--	--	KA 5C		KA 5C	K

EKU GOALS
EKU-G1. To promote and support an inclusive climate that respects and celebrates diversity by attracting, developing and educating a diverse student, faculty, and staff population.
EKU-G2. To continuously assess and improve the services and infrastructure of the University to support and maintain high quality programs.
EKU-G 3. To promote learning through high quality programs, research, and support services.
EKU-G4. To develop and enhance an environment facilitating intellectual curiosity, cultural opportunities and problem-solving abilities for members of the University community.
EKU-G5. To increase and enhance external and internal constituency engagement, while maintaining a connection with the southeastern region of Kentucky.

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
--	--	X	X	X

KERA

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content
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EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments					
COURSES	Diversity	Technology	Literacy	Code of Ethics	Leadership

SED 886	K, A	--	--	K	K,A
	KA 4B				

SPA

The Council for Exceptional Children
Standard 1: Foundations
Standard 2: Development and Characteristics of Learners
Standard 3: Individual Learning Differences
Standard 5: Learning Environments and Social Interactions
Standard 7: Instructional Planning
Standard 8: Assessment
Standard 9: Professional and Ethical Practice
Standard 10: Collaboration