

**COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education
EEX 6939: Advanced Seminar in Special Education**

The following are the required elements of a departmental syllabus in the College of Education. **This syllabus should be representative of EVERY section of the course offered in the department.**

The College of Education CARES

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** EEX 6939
2. **Course Title:** Advanced Seminar in Special Education
3. **Regular Instructor(s):** Dr. Michael Churton
Dr. Ann Cranston-Gingras
Dr. Phyllis Jones
Dr. Daphne Thomas
4. **Course Prerequisites:** Students should be in the last semester of coursework for master's degree, with consent of the chairperson of the department or program.
5. **Course Description:**

The advanced seminar is typically the last course or the course taken near the end of the M. A. program in Special Education. It is a required course for the M. A. in Special Education. The course has been designed to help students examine critical issues in the field of special education and evaluate the controversies, dilemmas, debates, conflicts, and major issues confronting the field.

Attention focuses on the institutional and programmatic issues that special educators currently face or are likely to face in the foreseeable future in their roles as teacher, collaborator, consultant, advocate, or leader.

Overall, the course is intended to prepare students to integrate, assimilate, and evaluate many of the major issues confronting the field. Many of the papers written for this course should prove useful for student portfolios.

6. Course Goals:

1. Students will demonstrate knowledge of competing paradigms impacting the field of special education.
2. Students will demonstrate knowledge of the ethics of special education and the ethical deliberation process.
3. Students will gain an understanding of the critical issues facing the field of special education and the implications for professional practice.
4. Students will demonstrate knowledge of the inter-disciplinary and inter-agency collaborative nature of service coordination for children with disabilities and their families.

7. Course Objectives &/or Content Outline:

Major Topical Categories have been listed. Members of class, with approval of instructor, select specific categories.

Assessment, Classification, Labeling, Professional Development, Collaborative Relationships Gifted, At-Risk, and Special Education, Families and Early Intervention, Post-School & Transition Issues School Reform & Diversity, Qualitative and Quantitative Research, Ethics and Teaching Case Methodology, Inclusion

8. Evaluation of Student Outcomes:

[Note to instructor – Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). No Program Key Assessment for this course.] The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

Readings. There are extensive readings for this course. The student is responsible to demonstrate his/her familiarity with these readings. The readings are to be reflected in students' weekly reaction papers, presentations, class discussion, and final paper or project (if appropriate).

Recently published and classic textbooks, articles, position papers, and other public yet not easily accessible documents will equip students with a knowledge base for classroom discussion on topics covered by the course. Although the required texts serve as the foundation for the course, the approach is to present various and sometimes conflicting theoretical frameworks and perspectives in the field. The readings list provided in the syllabus may be supplemented during the course in order to provide more recently published or newly adopted readings. In addition, readings from outside the special education literature will augment and challenge students to view the world of special education from the perspectives, models, and reference points of allied professions. The professor will provide copies of all non-text readings to students. The student should demonstrate their familiarity with the readings during presentations, class discussions, and various papers required for the class.

Dialog. At the core of the class are the dialogs that are organized and directed by students in consultation with the instructor. In keeping with the course purpose, students will be responsible for addressing the pros and cons, critical issues, debates, issues, and controversies of a selected topic consistent with the syllabus. Students may suggest alternative topics to those specified in the syllabus.

Student Directed Learning: The SDL nature of this class allows students to participate in a variety of active learning approaches using a constructive approach to the development of knowledge and skills. SDL principles and activities address the multiple learning styles assumed to be present in the class. Additionally, SDL provides online settings for students to work in small groups and interaction/reactions from their peers. Small group work also provides a setting for students who may feel less comfortable with larger group activities and discussions, and face-to-face sessions, although students have this option if they choose. Perhaps most importantly, SDL activities will provide opportunities for the instructor, student, and invited guest speakers to benefit from the collective knowledge of the class. The students' experiences, knowledge, and informed opinions will be a valuable source for knowledge and learning. Consequently, active reflective communication of ideas is a critical responsibility for students, guest speakers, and the instructor.

Guest Speakers (if applicable) In order for students to experience the multiple contexts impacting the field of special education guest speakers will be invited by the instructor, recommended to groups in the class responsible for presentations and leading class discussions, as well as suggested by members of the class. Such persons may include family members of children/youngsters with disabilities, and practitioners from special education, and experts from related disciplines. They will be invited to share their perspectives on the field of special education. Persons actively engaged in research, development and evaluation in special education and individuals from allied disciplines will be invited to the seminar to share their current work and help engage class discussion on the implications of their work for the field.

Discussion and Synthesis. Discussion and synthesis of the readings will be held on a weekly basis. The instructor and/or a student shall be responsible for facilitating these sessions.

Readings and written assignments. Each student will maintain a **journal of papers** on a weekly basis. This will provide an opportunity for students to construct their own meaning from the course content as well as augmenting their development as reflective and inquiring practitioners. This will assist the students' construction of relevant meaning to what is learned in the course. The reflection papers should incorporate student reflections to the presentation(s), dialogs, and demonstrate a familiarity with important concepts in the readings and research. APA style is required for cited references. Students should be prepared to present or summarize their paper. Should these papers include sections of a personal nature that the writer chooses not to share with the class, then those sections may be omitted from the presentation. A weekly series of assigned readings is required.

Reflection paper: This course is a requirement for the master's degree in special education and in gifted education. As such, educators from diverse groups across the exceptional student spectrum are enrolled. Because the evaluation of students in this class is predicated on a series of readings, written assignments, and dialog/discussion sessions, this paper is professional means of demonstrating competence in identifying a topical area, synthesizing information and research about the topic, writing a cogent and professional paper, and describing/relating realities of the field to specific and unique teaching experiences and learning environments.

To better meet the needs of the diversity of students enrolled, two options are given to complete this assignment:

Option I: A reflection paper on issues presented/discussed in class

Option II: A reflection paper on ethics as it pertains to specific factors associated with your teaching and the classification of students that you teach.

Options I: A reflection paper concerning topical issues from class is designed to provide you with an individualized opportunity to reflect on an issue or issues facing you as a classroom teacher or pertaining to a specific topic/issue presented in class. This assignment provides an opportunity to synthesize information, experiences, research, collaborative associations and other educational relevant data concerning the issue. More than one issue may be included if they are interrelated. This requirement is designed as an opportunity for you to construct your opinion/position to a particular problem that is influencing you as a professional in the field of exceptional student education.

Option II: An alternative is to develop a professional paper, which is reflective in nature, concerning ethical behavior and practices in regards to special education or gifted education as it pertains to you, as a teacher, in the classroom. Dimensions of this paper would include ethical issues concerning identification and placement, legal issues, diversity, instructional strategies, assessment, and others. The preliminary outline, described below will more clearly refine your paper.

Preliminary outline- As soon as students decide on their topic, submit a one-page outline to the instructor for review. This should be done as soon as possible to allow the greatest amount of time for your design, planning, and development. The outline should include the topical area and the reasons for addressing the topic.

9. **Grading System:**

Grades will be determined based on the following scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 65% - 69%

F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

No grade below "C" will be accepted toward a graduate degree. This includes C-grades.

Grading Criteria:

Written feedback will be provided on all written assignments by the instructor. Feedback on the classroom dialogs will be provided in writing by the instructor. Formative evaluation of individual student progress will be offered on a one-to-one basis.

Students will demonstrate the ability to synthesize information, write clearly and coherently, reflect and provide critical analysis of relevant issues, and actively and collaboratively engage in the learning process. It is critical that students demonstrate their familiarity with the required and recommended readings.

Respective Weights

I.	Dialog (s)	48% of total pts.
II.	Topical Papers (12 2page minimum)	38% of total pts.
III.	Reflection paper	14% of total pts

10. Recommended Texts and/or Readings:

Sorrells, A., Rieth, H., & Sindelar, P. (2004) *Critical issues in special education*. Boston: Pearson

Recommended Readings:

Stainback, W. & Stainback, S. (1996). *Controversial issues confronting special education: Divergent perspectives*. (2nd ed.). Needham Heights, MA: Allyn and Bacon.

<http://seriweb.com/tech.htm> **Special Education Resources on the Internet**. Downloaded December 28, 2004. *Special Education Resources on the Internet (SERI) is a collection of Internet accessible information resources of interest to those involved in the fields related to Special Education. This collection exists in order to make on-line Special Education resources more easily and readily available in one location. This site will continually modify, update, and add additional informative links. If you know of other resources that should be included here, please send the URL to webmaster@seriweb.com*

General Disabilities Information

Disability Products and Commercial Sites

Legal & Law Resources

Special Education Discussion Groups

Mental Retardation

Physical and Health Disorders

Learning Disabilities

Attention Deficit Disorder

Speech Impairment

Special Needs and Technology

Inclusion Resources

Books Related to Special Education Topics

University Based Information

Associations & National Organizations

Parents & Educator's Resources

Medicine and Health

Hearing Impairment

Behavior Disorders

Vision Impairment

Autism

Gifted and Talented

Psychology

Transition Resources

Alberto, P.A., & Troutman, A.C. (1999). *Applied behavior analysis for teachers: Influencing student performance* (5th ed.). Columbus, OH: Charles E. Merrill.

Danforth, S., & Taff, S. (2004). Crucial readings in special education. New Jersey: Pearson.

Dettmer, P., Dyck, N., & Thurston, L.P. (1999). *Consultation, collaboration, and teamwork for students with special needs* (3rd ed.). Boston: Allyn and Bacon.

Delisle, J., & Lewis, B. A. (2003). *The survival guide for teachers of gifted kids: How to plan, manage, and evaluate programs for gifted youth k-12*. Minneapolis, MN: Free Spirit.

Kochhar, C.A., West, L.L., & Taymans, J.M. (2000). *Successful inclusion: Practical strategies for a shared responsibility*, Columbus, OH: Merrill.

Hallahan, D. P., & Kauffman, J.M. (2003). *Exceptional learners: Introduction to special education* (9th ed.). Needham Heights, MA: Allyn and Bacon.

Heward, H.L., & Orlansky, M.D. (1992). *Exceptional children* (4th ed.). New York: Macmillan.

- Hehir, T., & Latus, L. (1992). *Special education at the century end: Evolution of theory and practice*. Cambridge, MA: Harvard Education Review.
- Howe, K., & Miramontes, O. (1992). *The ethics of special education*. New York: Teachers College Press.
- Lloyd, J. W., Singh, N. N., & Repp, A. C. (1990). *The regular education initiative: Alternative perspectives on concepts, issues, and models*. Sycamore, IL: Sycamore Publishing Co.
- Marazus, D., & May, D. (1988). *Issues and practices in special education*. White Plains, NY: Longman.
- Meyen, E. L., Vergason, G. A., & Whelan (1993). *Challenges facing special education*. Denver, CO: Love Publishing Company.
- Paul, J., Churton, M., Morse, W., Marfo, K., Lavelly, C., Thomas, D., & Rosselli, H. (1997). *Some of the basic knowledge informing research and practice in special education*. Pacific Groves, CA: Brooks/Cole.
- Paul, J., Churton M., Morse, B., Duchnowski, A., Epanchin, B., Osnes, P., & Smith, L. (1997). *Special education practice affirming the values, applying the knowledge, and creating the future*. Pacific Groves, CA: Brooks/Cole.
- Paul, J., Churton, M., Morse, W., Osnes, P., Berger, N., & Weir, B: (1996): Thinking at the margins: An experiment in communication about the future of special education. *Case in Point*.
- Paul, J., Berger, N., Osnes, P., Martinez, Y., & Morse, W. (1997). *Ethics and decision making in local schools: Inclusion, policy, and reform*. Baltimore: Paul Brooks.
- Pierangelo, R., & Crane, R. (2000). *The special education yellow pages*. Columbus, OH: Merrill
- Sokoly, M., & Dokecki, P. (1992). *Ethical perspective on family centered early intervention, infants, and young children*, 4(4), 23-32.
- Skrtic, T. (1991). *Behind special education: A critical analysis of professional cultural and school organization*. Denver, CO: Love Publishing.
- Stainback, W., & Stainback, S. (1996). *Controversial issues confronting special education: Divergent perspectives*. Needham Heights, MA: Allyn and Bacon.
- Thompson, T.D. (1995). *Ethics collegium cases*. Unpublished manuscript.
- Vaughn, S., Bos, C.S., & Schumm, J.S. (2000). *Teaching exceptional, diverse, and at-risk students in the general education classroom* (2nd ed.). Boston: Allyn & Bacon
- Turnbull, H.R., & Turnbull, A.P. (2000). *Free appropriate public education: The law and children with disabilities* (6th ed.). Denver. CO: Love Publishing Co.
- Ysseldyke, J., Algozzine, B., & Thurlow, M. (1992). *Critical issues in special education* (2nd ed.). Boston: Houghton Mifflin Co

Other readings as identified by instructor and as identified by students in consultation with instructor vary with weekly subtopic emphasis.

11. Attendance and Other Class Policies, if applicable:

Students are expected to attend all scheduled classes (no cut policy).

Expectations for Course Participation: Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

12. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

13. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

14. Web Portal Information:

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

15. Academic Dishonesty:

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation

procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

16. Academic Disruption:

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption of the academic process may result in suspension or permanent expulsion from the University.

DEPARTMENTAL COURSE SYLLABUS

Attachment I

MATRIX

Complete the following matrix showing the association among (1) course objectives (item #6 of syllabus), (2) related topics, (3) evidence of achievement of objectives (including performance-based assessments, as appropriate), and (4) Accomplished Practices (Undergraduate and Plan II Master's Programs).

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
1. Students will demonstrate knowledge of competing paradigms impacting the field of special education. 1.1 Qualitative and quantitative research 1.2 Inclusion	Chapter papers Asynchronous/synchronous Dialog Reflective Paper	NBPTS 4, 6,7, 9, COE 6
2. Students will demonstrate knowledge of the ethics of special education and the ethical deliberation process. 2.1 Classification 2.2 Labeling 2.3 Professional development 2.4 School reform & diversity 2.5 Ethics and teaching case methodology	Chapter papers Asynchronous/synchronous Dialog Reflective Paper	NBPTS 4, 6, 7, 9 COE 5, 6
3. Students will gain an understanding of the critical issues facing the field of special education and the implications for professional practice. 3.1 Assessment	Chapter papers Asynchronous/synchronous Dialog Reflective Paper	NBPTS 2, 5, 13 COE 2, 4

<p>3.2 Classification 3.3 Labeling 3.4 Professional development 3.5 Post-school & transition issues</p>		
<p>4. Students will demonstrate knowledge of the inter-disciplinary and inter-agency collaborative nature of service coordination for children with disabilities and their families. 4.1 Collaborative relationships: gifted; at-risk; and special education 4.2 Families and early intervention</p>	<p>Chapter papers Asynchronous/synchronous Dialog Reflective Paper</p>	<p>NBPTS 3, 4, 8 , 10 12, 13 COE 1, 2, 6,</p>

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