

SYLLABUS

COURSE NUMBER: SES 643

COURSE TITLE: Issues in Educating Individuals with Special Needs

CREDITS: Three semester hours

PREREQUISITES/COREQUISITES:

Admission to M.Ed. program in special education or permission of instructor.

FOR WHOM PLANNED:

This is a required course in the major for students admitted to the M.Ed. program in specialized education services.

INSTRUCTOR INFORMATION:

Dr. Beth Hair

Phone: (Greensboro College) 272-7102, ext. 454;
(Home) 299-5010 (before 9:00 p.m. only, please)

Email: bhair@triad.rr.com

Office: Ferguson 200B

Office Hours: By appointment, before or after class

COURSE PURPOSE/CATALOG DESCRIPTION:

Throughout the history of special education, change and controversy have been essential characteristics. The same is true today. Despite (and perhaps because of) legislation and litigation, questions remain about the nature of disabilities, eligibility for special education, and appropriateness of services. Even though thousands of studies have been reported on various approaches and interventions for teaching students with disabilities, few clear answers have emerged in response to questions about instruction. And finally, the views expressed by special education professionals about the impact of various school reform efforts on special education generally have not led to convincing alternative models for blending education services. In this course, we will explore major issues such as these and the many variations of them.

Teachers Academy Conceptual Framework Mission Statement

The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and

dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

COURSE OBJECTIVES: (CEC professional Preparation Competency Codes)

At the conclusion of this course you should be able to:

1. Outline the major components and student responsibilities in the UNCG M.Ed. program in Cross-Categorical Special Education, and use tool skills appropriate for an M.Ed. student (e.g., APA style for written products; Powerpoint production for presentation) (NC 11; CEC 9);
2. Define the terms trend, issue, and fad, and provide education examples of each (NC 11; CEC 1,);
3. Identify and briefly explain significant trends and issues currently affecting the field of special education based in an historical context (NC 2, 3, 4, 5, 6, 8, 9, 10; CEC 1-10);
4. Describe and discuss special education trends and issues related to topics such as these (NC 2, 3, 4, 5, 6, 8, 9, 10; CEC 1-10):
 - a. Inclusive education and school restructuring,
 - b. Academic standards and assessment of students with disabilities, as well as evaluation of their learning,
 - c. Students with cognitive, learning, or behavioral disabilities,
 - d. Classroom and behavior management, including discipline,
 - e. NCLB and the reauthorization of IDEA,
 - f. Litigation related to special education and Section 504,
 - g. ADD/ADHD,
 - h. Multicultural practices and disproportionate representation,
 - i. Assistive technology,
 - j. Parents and families,
 - k. Professionalism, ethics, and workplace conditions,
 - l. Early childhood education.
5. Explain and provide a cogent rationale for your opinion on special education trends and issues (NC 11; CEC 1, 9, 10);
6. Discuss the day-to-day implications for classroom practice of current special education trends and issues (NC 2, 3, 4, 5, 6, 8, 9, 10; CEC 1-10);
7. Hypothesize about issues for special education that may emerge, increase in importance, or decrease in importance during the next decade (NC 11; CEC 1, 9, 10);
8. Articulate multiple sides of an issue of particular interest to you (NC 11; CEC 1, 9, 10).

TEACHING STRATEGIES:

Course content will be delivered through lecture, use of on-line resources and discussions, face-to-face discussions and cohort study groups.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS

Research paper

Each student will prepare a scholarly paper that presents a balanced perspective on an issue related to the course. The paper should be a minimum of 15 pages in length (exclusive of references) and must have a minimum of 20 references. Additional information about the requirements for the paper will be provided in class. The criteria for evaluating the papers also will be distributed in class.

Presentation of papers

Students will be expected to provide to the class a 10-minute summary of the topic on which they've written their papers. Additional detail on this assignment will be provided in class. Print materials are required, and some type of presentation software must be employed.

Quizzes

Two brief quizzes will be included in this course as a means of encouraging students to reflect on their reading material and class discussions. Details on the quizzes will be provided in class.

Professionalism

Points will be assigned at the discretion of the instructor for attending face-to-face class sessions, arriving to class on time, being prepared for class, asking thoughtful questions about course content, asking positive, constructive questions about class procedures, submitting one question at the end of each face-to-face session related to the readings or something discussed in that particular class, and participating in brief in-class or out-of-class activities related to this course.

Blackboard Participation

Approximately 1/3 of this course will be offered on-line. Students are expected to participate in on-line discussions by attending virtual classroom sessions, posting questions, responding to others' questions, posting summaries of materials read, and so on. Points will be assigned to these activities at the discretion of the instructor. If missed, these points cannot be made up.

Grading

Research paper	80	40%
Presentation	10	5%
Quizzes	40	20%
Professionalism	30	15%
BlackBoard	40	20%
TOTAL	<hr/> 200	<hr/> 100%

A+ = 194 - 200	C+ = 154 - 159
A = 186 - 193	C = 146-153
A- = 180 -185	C - = 140 - 145
B+ = 174 - 179	D+ = 134 - 139
B = 166 - 173	D = 126 - 133
B- = 160 - 165	D- = 120 - 125

REQUIRED TEXT(S)/READINGS:

Sorrells, A.M., Rieth, H.J., & Sindelar, P.T. (2004). *Critical Issues in Special Education*. Boston, MA.: Allyn & Bacon.

TOPICAL OUTLINE:

Notes

Instructor reserves the right to change the calendar at any time. If changes affect due dates for assignments or papers, as much advance warning about changes will be given as possible.

Students are responsible for all material covered in the course. This includes lecture information, on-line information, handouts, text material, and so on, whether or not such information has been explicitly addressed in class.

If students have extraordinary circumstances that they believe should make them eligible for exceptions to course requirements and/or timelines, it is their responsibility to contact the instructor to discuss such exceptions. Further, such contact must be made prior to due dates for assignments.

All students are expected to adhere to all UNCG policies regarding academic integrity and the code of conduct.