COURSE DEMOGRAPHICS

Title: Issues and Trends in Special Education   **Number:** ESE 601

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CONCEPTUAL FRAMEWORK

Constructivist, Competent, Compassionate Educators for all Learners- Learners come from diverse social, economic, racial/ethnic, linguistic and ability backgrounds. Effective educators are able to transcend these issues and provide instruction in an environment that is permeated with respect, sensitivity, and dignity for all learners.

COURSE DESCRIPTION

This special topics course includes a broad perspective of the current trends in the field of special education. Topics such as inclusion, special education law, Autism, current practices, transitioning programs, and early childhood special education programs will be emphasized. The importance of using research based practices in special education will be explored.

INSTRUCTIONAL METHODS

Lecture, Discussion, Clinical, Independent, Cooperative Learning/Small Group Activities, Project/Research, Technology, Oral Presentations, Interviews, Inquiry, and Reflection.

TEXTBOOKS & OTHER READINGS
Required Textbook:
No Textbook for this courses. Relevant web resources, readings, journal articles will be used.
Supplemental Textbook:
American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

COURSE REQUIREMENTS AND ASSESSMENT

Activity	*Points*
Online session activities(5)	100
Research Paper	30
Oral presentation (Group)	20
In class activities (5)	50
Total	***200***

RECOMMENDED PROFESSIONAL JOURNALS
- Exceptional Children
- Teaching Exceptional Children
- American Education Research Journal
- Educational Researcher
- Reading Research Quarterly
- Intervention in School and Clinic
- Topics in Early Childhood Education
- Young Children
- Behavioral Disorders
- Journal of Emotional and Behavioral Disorders
- Learning Disabilities Quarterly
- Journal of Special Education
- Journal of Learning Disabilities
- Remedial and Special Education

GUIDELINES USED IN DEVELOPING COURSE

I. State of Florida Certification Standards

- Competencies and Skills (Eighth Edition) for Professional Education (FCS – PE)
- Competencies and Skills (Eighth Edition) for Exceptional Student Education (FCS – ESE)
- Competencies and Skills (Eighth Edition) for English to Speakers of Other Languages (FCS – ESOL)

II. CEC: The Standards for the Preparation and Licensure of Special Educators

- CEC Knowledge and Skill Base for All Beginning Special Education Teachers – Common Core (CEC – CC)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized Independence Curriculums (CEC – IIC)
- CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Early Childhood Students (CEC – ECS)

III. FEAP- Florida Educator Accomplished Practices: Accomplished Competencies for Teachers of the Twenty-First Century developed by the Florida Education Standards Commission (FEAP)

IV. NCATE Recommendations for Technology and the New Professional Teacher: Preparing for the 21st Century Classroom (NCATE – Tech)

FEAP	SLO	Critical Assignment
F3. Annually, 90% of candidates at the simulated practice level will recognize that the educator has professional responsibilities to adhere to the Florida State Code of Ethics.	2A2	**Response to Case Study (Online activity)**
F 4. Annually, 90% of candidates at the simulated practice level will identify resources that support and expand the candidate's repertoire of professional experiences.	2B1	**Annotated Resource List (Online activity)**

COURSE OBJECTIVES

After completing this course, the learner will be able to:

1. Describe an overview of terminology, laws, policies, and practices that are consistent with the Individuals with Disabilities Education Act (IDEA) and the exceptional child's right to receive an appropriate education in the least restrictive environment. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, FEAP)
2. Describe and engage in the referral, assessment, and placement of students in special education. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, FEAP)
3. Respect, appreciate, and respond appropriately to the cultural and linguistic differences that some children with special needs bring to the classroom. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, FEAP)
4. Discuss the important roles parents and families play in the decision-making process for planning the individual education needs of their children and how special educators can form effective partnerships with parents. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, CEC-ECS, FEAP)
5. Discuss early childhood special education and the critical role early intervention plays in nurturing the development of young children with special needs and those who are at risk for acquiring disabilities. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, CEC-ECS, FEAP)
6. Understand and describe the definitions, prevalence, and causes for specific categories of exceptional educational needs: mental retardation; learning disabilities; emotional and behavioral disorders; communication disorders (including ESOL students); hearing loss; blindness and low vision; physical disabilities, health impairments, and Traumatic Brain Injury; Autism and severe disabilities; and giftedness and talent. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, CEC-ECS, FEAP)
7. Outline the historical background of the development of specific categories of exceptional educational needs. (FCS-PE, FCS-ESE, CEC-CC, CEC-IIC)
8. Identify and describe research-based assessment techniques and instructional strategies that improve the education of all students. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, CEC-ECS, FEAP, NCATE-Tech)

9. Identify and critically evaluate placement alternatives to address students' individual needs. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, FEAP)
10. Identify and describe ways to assist students in their transitioning to adulthood. (FCS-ESE, CEC-CC, CEC-IIC, FEAP)
11. Understand and develop Individualized Education Plans (IEPs) using criteria to assess quality. (FCS-PE, FCS-ESE, CEC-CC, CEC-IIC)
12. Identify current issues and facilitate future trends in the education and treatment of students with exceptional educational needs through the review and conduct of research. (FCS-PE, FCS-ESE, FCS-ESOL, CEC-CC, CEC-IIC, CEC-ECS, FEAP, NCATE-Tech)

Assignment #1
Response to Case Study
  Students will turn in a written descriptive response to a given case study. After reading and reflecting the case study the student will write a reflective report by answering the questions following the case study.

Assignment #2
Annotated Resource List for parents and teachers who have a child with a particular disability.

> Compile a list of four suggested things a parent can do to assist the child at home. Additionally, compile a list of four suggested instructional adaptations or strategies a teacher can do in the classroom. Pick any two disability categories from the following; Communication Disorders, Learning Disabilities, Attention Deficit Hyperactivity Disorders, Mental Retardation, Severe Disabilities, Behavioral Disorders, Visual Disabilities, Hearing Disabilities, Physical Disabilities, Other Health Impairments, and Autism spectrum disorders).

Search the web for information and resources available for your file. Do not download the information; you must type it out yourself. This is not an Internet assignment. The web should only be used to gather information. You can also use your textbook or other resources.

Assignment #3 -
Research Paper
Student will research and write a paper on the topic chosen. Your paper should include the significance of a problem relevant to the population chosen (why is it important?), characteristics of the specific disability, and a review of the strategies/ techniques used. In other words you will write the introduction section of the research paper (Research courses).

Guideline for Introduction Section

Begin by developing a question for your review of the literature. Typically, for a review of the literature, the question is essentially concerned with finding out what evidence exists to support or refute a particular pedagogical approach, etc.

Writing: A one-paragraph abstract should tell the reader exactly where you're going to go. Lay out the main arguments, citing the key researchers/thinkers who have offered them. Let the

reader know how you will proceed in summarizing these arguments. This abstract offers an advance organizer for what is to come.

The body of your introduction section is then a summary of the findings and arguments that support, challenge, and illustrate the key points. You will organize these under clear-cut sub-topics that follow the outline in your abstract. Readers should end with the feeling that they have received a map of the key supports/arguments for your methodology.

Correct APA (2001) style and format, fluent and technically correct writing, are of course, mandatory. Clear transitions from one section to another will guide the reader in the flow of the argument. The logic of the information you are presenting in the introduction is very important to the overall success of the paper. This is not a creative writing assignment; it relies on logic, structure, and clarity. I suggest a length guideline of 5-7 pages for your introduction section.
The product that the student will turn in should consist of the following;

1. Cover page with the title, running head, and name of the author.
2. Abstract
3. Research paper (5-7 pages)
4. References.
5. Copies of the articles used.

Students shall ensure that correct grammar, punctuation, and spelling are used and the APA guidelines are followed.

Assignment #4
Oral Presentation: Students will be assigned a specific topic related to exceptional student education on which to research. Each group must develop a power point presentation of the topic chosen/assigned and do a presentation to the class. The presentation should include handouts for the entire class along with a copy of the power point presentation. Other sources of information such as videos and film strips may also be used. Activities for the audience may also be included. Novelty, creativity, and the content of the presentation will be weighed accordingly.

Assignment #5
Class Participation/Attendance Class discussions will form a core part of this course. As such, regular class attendance and meaningful participation is expected and will make up 10 percent of your total grade.

GRADING SCALE AND DISTRIBUTION
The course grades will be based on the following cumulative percentages:

93% -   100% = A
92% -   90%   = A-
87% - 89%   = B+
83% - 86%   = B
80% - 82%   = B-
77% - 79%   = C+
76% - 73%   = C
72% - 70%   = C-
69% - 67%   = D+

60% - 69% = D
< 59% = F

ATTENDANCE POLICY STATEMENT (see catalog)

ACADEMIC HONOR CODE: Florida Memorial College recognizes honesty and integrity as necessary to the academic purpose and function of the institution. The College, therefore, expects a high standard of individual honor in all academic endeavors from each student. Academic dishonesty includes cheating, plagiarism, forgery, collusion, and credential misrepresentation. Students found guilty of academic dishonesty are subject to disciplinary action including loss of credit, suspension, or immediate dismissal from the College.

Plagiarism is the act of representing the words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an F in the course.

Date:	Topic/Assigned Reading:	Assignment Due
Jan 23rd	**Introduction: Syllabus and course over view**	
Jan 30th	**RTI**	
Feb 6th	**Intensive Interventions**	**In-class activity 1**
Feb 13th	**Autism / Trauma Informed Care**	**In-class activity 2**
Feb 20th **On-line**	**Law and Special Education**	**On-line Activity 1**
Feb 27th **On-line**	**RTI**	**On-line Activity 2**
Mar 6th	**SPRING BREAK**	
Mar 13th	**Universal Design for Learning**	**In-class activity 3**
Mar 20th	**Autism / Trauma Informed Care**	**In-class activity 4**
Mar 27th **On-line**	**Technology**	**On-line Activity 3**
Apr 3rd	**Technology**	**In-class activity 5**
Apr 10th **On-line**	**Universal Design for Learning**	**On-line Activity 4**
Apr 17th **On-line**	**TBA**	**On-line Activity 5**
Apr 24th		**Research Paper Due Presentations**
May 1st		**Presentations**

Course Schedule: Course schedule is tentative and is subject to change as per the needs of the class.

Bibliography

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ESOL SYLLABI INFUSED ADDENDUM

Course Number & Title: ESE 501 - Foundations of Special Education
Faculty: Annamaria Jerome-Raja Ed.D
Teaching Strategies Used: Lecture, Discussion, Clinical, Independent, Cooperative Learning/Small Group Activities, Project/Research, Technology, Inquiry, and Reflection.

ESOL Performance Standards addressed in course	Related Course Objectives	Related Readings, Class Activities, & Assignments	Related Assessment– Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards & Indicators
Standard 2	3	· Related Reading: Chapter 3 · Class Activity: Students will discuss differences between the primary languages of students and teachers and how these differences affect classroom functioning and referral to special education. · Action Research: K-12 participants of students' action research projects must be from culturally and/or linguistically diverse backgrounds (e.g., ESOL, minority status, low socioeconomic status). Methodology section of research paper will indicate cultural and linguistic status.	· Students will be tested on content during final exam. · Research Paper: Students' inclusion of participants from culturally and/or linguistically diverse backgrounds as written in their methodology sections.

Standard 16	1, 2, 8, 9, 12	· Related Reading: Chapter 9 · Class Activity: Students will discuss (1) accommodations appropriate for the education of ESOL students in the regular classroom and (2) continuum of services available to ESOL students.	· Students will be tested on content during final exam.
Standard 23	3, 4, 5	· Related Reading: Chapters 2, 3, 4, & 5 · Class Activity: Students will discuss (1) differences between the primary languages of students and teachers and how these differences affect classroom functioning and referral to special education, and (2) team efforts necessary to the development of individualized programs for ESOL students.	· Students will be tested on content during final exam.
Standard 25	2, 6	· Related Reading: Chapters 6, 7, 9, 10, & 14 · Class Activity: Students will discuss (1) the impact of Limited English Proficiency (LEP) on the incidence of Mental Retardation, Learning Disabilities, giftedness, and other communication disorders, and (2) the comorbidity between LEP and Hearing Loss and other communication disorders.	· Students will be tested on content during final exam. · Research Paper: Students' written discussions of the limitations to the interpretations of their findings.