TEXAS A&M UNIVERSITY-CORPUS CHRISTI
Department of Special Services

SPED 5388 Summer II 2009
Current Issues in Special Education

Dr. Karen McCaleb

Office: FC 229
Phone: 825-2449
Email: Karen.McCaleb@tamucc.edu
Office Hours: M & T 12:00pm – 3:00pm or by appointment

I. COURSE DESCRIPTION
Prerequisites for this course include the following courses:
- SPED 5315 Exceptional Children & Youth in the Schools
- SPED 5320 Application of Learning Principles
- SPED 5380 Teaching Children with Behavior Disorders
- SPED 5387 Content Area Strategies for Students with Special Needs

This course will address issues currently facing the field of special education including the following topics:
- Law and Litigation
- Inclusion
- Assessment and Individualized Educational Plan (IEP) Procedures
- Classification and Labeling of Exceptional Children
- Collaboration and Consultation
- Transition
- Vocational Education
- Parent Involvement
- Other Relevant Culturally Pluralistic Issues

II. RATIONALE
This course is designed to provide students with information on current issues confronting special education.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS
The state adopted proficiencies covered in this course include the following:
- Learner-Centered Knowledge
  The teacher possesses and draws a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
- Learner-Centered Instruction
  To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
- Equity in Excellence for All Learners
  The teacher responds appropriately to diverse groups of learners. The administrator promotes equity in excellence for all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

IV. STUDENT LEARNING OUTCOMES
Students in this graduate program will:
- demonstrate knowledge of individuals with disabilities;  
  (SPED 5315, SPED 5320, and SPED 5397 are linked to this student learning outcome.)
- evaluate the needs of individuals with disabilities;  
  (SPED 5386 and SPED 5387 are linked to this student learning outcome.)
- demonstrate knowledge of fostering learning and development for individuals with disabilities; (SPED 5320, SPED 5385, SPED 5386, SPED 5387, and SPED 5397 are linked to this student learning outcome.)
- demonstrate knowledge of foundations of special education and professional roles and responsibilities of the special education educator;  
  (SPED 5385, SPED 5386, SPED 5387, SPED 5388, and SPED 5397 are linked to this student learning outcome.)
- develop a behavior intervention/change plan.  
  (SPED 5380 is linked to this student learning outcome.)

V. COURSE OBJECTIVES AND OUTCOMES
This course is designed to enable student to explore current issues in special education such as:
- Discuss and evaluate disadvantages and advantages of disability labels.
- Discuss and evaluate the impact of federal legislation on providing special education services to individual with disabilities.
- Discuss and evaluate the concepts of: 1. Free and Appropriate Public Education (FAPE), 2. Least Restrictive Environment (LRE).
- Discuss the impact of litigation on special education.
- Describe and evaluate legal and responsibility issues associated with related services.
Discuss and evaluate issues associated with providing transition services to individuals with disabilities.

Discuss and evaluate an array of factors to consider when preparing a school for Inclusion.

Discuss and evaluate practices of developing individualized programs for individuals with disabilities.

Discuss and evaluate a number of ways that an instructional program may be modified in the regular education classroom to accommodate individuals with disabilities.

Describe and evaluate social skills that an individual with disabilities must acquire and demonstrate to function successfully in a regular classroom.

Describe and evaluate cooperative learning structures and peer tutoring programs that are necessary for delivering instruction in the regular classroom.

Discuss and evaluate the focus of a functional based curriculum.

Discuss and evaluate a variety of ways for special education teachers to collaborate with:
  o Parents
  o Regular Education Teachers
  o Counselors
  o Related Service Providers

VI. COURSE TOPICS
The major topics to be considered are:

- Disability Labels
- Federal Legislation
- FAPE vs. LRE
- Litigation
- Assessment Tools
- IEPs
- Service Delivery Models
- Related Services
- Transition Services
- Inclusion
- Collaboration
- ALL topics must be approved by professor

- Co-Teaching
- Modifying Instruction
- Cooperative Structures
- Functional Curriculum
- Grading Special Education Students in Inclusion Classes
- Post-school outcomes
- High Stakes Testing
- Universal Design
- Assistive Technology
VII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:

- Discussion
- Library Research
- Presentation Design
- Internet Resource Investigation
- APA Paper/Article Writing – Practitioner or Research based
- Professional Presentation

VIII. EVALUATION AND GRADE ASSIGNMENT
Students may choose from preparing either a professional presentation or a manuscript for possible publication. Both pieces of scholarship must be representative of a current issue in the field and thoroughly researched. Students may work individually or with one other classmate. Instructor must receive a hard copy and electronic copy of all final work. Students are strongly encouraged to “track” their own grades.

Grade Schedule
90 – 100       A
80 – 89        B
70 – 79        C
60 – 69        D
Below 60       F

Presentation:
You must include:

- Powerpoint presentation (using information you learned in our session)
- Information must be based on a minimum of eight (8) references* [references must be: journals, credible websites (i.e., CEC, CDC, etc.), juried teacher-based periodicals (i.e., Teaching Exceptional Children). You must cite your reference (correctly) within your presentation. You may only use two (2) texts.
- Students must provide a *professional* handout to instructor and classmates.
- Student must present in a highly professional way (dress, demeanor, knowledge of material, etc.).

The methods of evaluation and the criteria for this assignment are:

- Research Session Participation        6 pts.
- Powerpoint Design Session Participation 6 pts.
- Reference list (min. 8 ref.)            8 pts.
- Draft of Presentation                  10 pts
- Final Presentation Design              30 pts.
- Final Presentation                     30 pts.
- Presentation Handout                   5 pts.
- Attendance & Participation             5 pts.

Possible total points earned: 100 pts.
Manuscript:
You must include:
- All work (including draft must be in APA)
- Information must be based on a minimum of eight (8) references* [references must be: journals, credible websites (i.e., CEC, CDC, etc.), juried teacher-based periodicals (i.e., Teaching Exceptional Children). You may only use two (2) texts.
- You must submit three (3) potential journals for possible submission – you must hand in a copy of each journal’s Author’s Guidelines – also, indicate which journal you would consider first.

The methods of evaluation and the criteria for this grade assignment are:
- Research Session Participation 6 pts.
- Powerpoint Design Session Participation 6 pts.
- Reference list (min. 8 ref.) 8 pts.
- Three sets of Authors’s guidelines 15 pts.
- Outline of Manuscript 20 pts.
- Draft of Manuscript 35 pts.
- Class Update 5 pts.
- Attendance & Participation 5 pts.

Possible total points earned: 100 pts.

IX. COURSE SCHEDULE AND POLICIES
This class meets: Monday - Thursday – 8:00am – 11:45am in CS 114.
1. Attendance is expected. Due to the nature of this course, participation is critical! Please arrive to class on time and be prepared to stay until the class is dismissed. Arriving late or leaving early twice during our course (any combination), will count as an absence. One (1) unexcused absence will impact your final grade. If you miss a class, it is your responsibility to check in with a classmate for notes, materials and other information you have missed.
   Please Note: There are no extra credit opportunities in this class
2. Each student is expected to come to class prepared. All readings/assignments are to be completed and cell phones are to be silenced. No laptops. If you need to use a laptop for notetaking, please see the instructor.
3. Late assignments will not be accepted without prior approval from the instructor. Late assignments, if accepted, will incur an automatic 10% point deduction and must be turned in within 24 hours. Assignments not accepted will be assigned a grade of zero.
4. Work is to be written in APA style 5th edition (especially references). Access Bell Library or the Writing Center for APA assistance.
5. During class sessions, students will be expected to use language consistent with IDEA (emphasizing “person-first” language). Person first language is also to be used in all assignments for this course. Not using the correct terminology will affect your participation/assignment grade.
6. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with
disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816.

7. PLAGIARISM AND OTHER FORMS OF ACADEMIC DISHONESTY:
Plagiarism is the presentation of work as one’s own, that was in fact produced by another author (e.g., the submission of a paper as one’s own work, when it was written by someone else; or the submission of a portion of a paper written by another author, without citing the source of the material). University policy strictly prohibits plagiarism and other forms of academic dishonesty. The instructor responsible for the grading of the assignment in question will determine the penalty for an act of academic dishonesty. As course professor, any act of plagiarism will result in a grade of zero for the assignment and/or a failing grade for the course. If you are unsure whether or not to cite a work, please see me for clarification. **Plagiarism is just not worth it!**
IX. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Assignment DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, July 6</td>
<td>Introduction</td>
<td>CS 114</td>
<td>1. Sign on to library account 2. Research a topic</td>
</tr>
<tr>
<td>T, July 7</td>
<td>Research and Assignment Preparation</td>
<td></td>
<td>1. Project topic due by noon – electronically!</td>
</tr>
<tr>
<td>W, July 8</td>
<td>Effective Library Techniques</td>
<td>Library 109</td>
<td>8:15am *Be there at 8am to sign in!</td>
</tr>
<tr>
<td>Th, July 9</td>
<td>Research and Assignment Preparation</td>
<td></td>
<td>1. Presentation draft due-electronically</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Outline of manuscript due by noon - electronically</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Location</th>
<th>Assignment DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>M, July 13</td>
<td>Professional PPT Design</td>
<td>ECDC Lab 211</td>
<td>1. References due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time - TBA</td>
<td>2. Potential journals for submission &amp; author guidelines due</td>
</tr>
<tr>
<td>T, July 14</td>
<td>Research and Assignment Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W, July 15</td>
<td>Research and Assignment Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Th, July 16</td>
<td>Presentations</td>
<td>CS 114</td>
<td>Presentations</td>
</tr>
</tbody>
</table>

If you have any questions or concerns regarding the course (structure or content), please contact me as soon as possible. Special Education is a dynamic field! I hope our learning experience, together, will expose you to a world of possibilities!

XI. Textbook
Students will not be expected to purchase a text for this course. All reading materials will be supplied by the teacher or accessed through the library or electronically.

Recommended: *the Publication Manual of the American Psychological Association (5th)*.
XII. Bibliography
The knowledge base that support course content and procedures include, but is not limited to, the following:


The following professional organizations and their respective publications are important resources for specialists in the disability field:

TASH
Council for Exceptional Children:

- Division for Physical and Health Disabilities
- Council of Administrators of Special Education
- Council for Children with Behavioral Disorders
- Division on Developmental Disabilities
- Division for Communicative Disabilities and Deafness
- Division for Learning Disabilities
- Division on Visual Impairments
- The Association for the Gifted
- Teacher Education Division
- Division for Early Childhood

- Council for Educational Diagnostic Services
- Technology and Media Division
- Division on Career Development and Transition
- Division for Research
- Division for Culturally & Linguistically Diverse Exceptional Learner