SPECIAL EDUCATION 602
SEMINAR IN SPECIAL EDUCATION
CREDIT: 3 HOURS

PREREQUISITES: SPED 600 or equivalent

COURSE DESCRIPTION:
An intensive examination of the issues relative to the special education program. This course will be interdisciplinary in nature and will focus upon contributions of research, philosophy, history, and recent trends as they apply to the resolution of major issues in special education. May be repeated for a total of 6 hours of credit.

STATEMENT OF CONCEPTUAL FRAMEWORK:
In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today’s world and to prepare candidates for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: Professional Standards (PS), Knowledge of Learner (KL), Strategies and Methods (SM), and Content Knowledge (CK). The Conceptual Framework provides direction for the development of effective professionals. Diversity (D) is an integral part of each component, and Technology (T) is emphasized throughout all programs in the educational unit.

COURSE OBJECTIVES:
By the conclusion of this course, the student will have knowledge and understanding of:
1. Relationship of special education to the organization and function of educational agencies. (CC:1,K3) KL, CK
2. Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. (CC:1,K4) KL, CK, D
3. Models, theories, and philosophies that form the basis for special education practice. (CC:1, K1) KL, CK
4. Impact of the dominant culture in shaping schools and the individuals who study and work in them. (CC:1, K8) CK, SM, D
5. Effects of various medications on individuals with exceptional learning needs. (CC:2,K6) KL, SM, CK, D
6. Effects an exceptional condition(s) can have on an individual’s life. (CC:6,K1) KL, CK, D
7. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC:9,K2) KL, CK, D
8. Continuum of lifelong professional development. (CC:9,K3) CK, SM, D
9. Methods to remain current regarding research-validated practice. (CC:9,K4) SM, CK, KL
10. Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members. (CC:10, K4) KL, SM, D, CK
11. Factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities. (GC:1, K7) CK, KL, D
12. Advantages and limitations of instructional strategies and practices for teaching individuals with disabilities. (GC:4, K3) SM, KL, D, CK
13. Sources of unique services, networks, and organizations for individuals with disabilities. (GC:9, K1) KL, CK, PS, D

LEARNER OUTCOMES:

By the conclusion of this course, the student will be able to:
1. *Participate in the activities of professional organizations relevant to individuals with disabilities (GC:9, S1) PS, CK
2. Ethical responsibility to advocate for appropriate services for individuals with disabilities. (GS:9, S2) SM, PS
3. Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities. (GS,10, S2), KL, CK, SM, PS, D
4. *Articulate personal philosophy of special education. (CC:1, S1) CK, SM
5. Practice within the CEC Code of Ethics and other standards of the profession. (CC:9, S1), SM, PS,
6. Uphold high standards of competence and integrity and exercise sound judgment in the practice of the profession. (CC:9, S2) CK, KL, SM, PS
7. Act ethically in advocating for appropriate services. (CC:9, S3) SM, PS
8. Conduct professional activities in compliance with applicable laws and practices. (CC:9, S4) SM, PS, D
9. Reflect on one’s practice to improve instruction and guide professional growth. (CC:9, S11) SM, PS, D, CK, KL
10. Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one’s colleagues. (CC:9, S12) SM, PS, D, CK, KL
11. Use group problem solving skills to develop, implement, and evaluate collaborative activities. (CC:10, S7) SM, PS, KL, CK

REQUIRED FIELD EXPERIENCES: None

REQUIRED UNIT/PROGRAM ASSESSMENTS:
Complete the Special Education Program exit survey on Pass-Port
Upload Professional Development Hours to Pass-Port.

COURSE EVALUATION:
Presentation and handouts 100 points
Debate (leaders) 10 points
Participation in debates (5 pts X 3) 15 points
Peer and self-evaluation (turn-in) (5pts) 30 points
Philosophy of Special Education 40 points
Professional Activity 15 points
TOTAL 210 points
REFERENCE LIST:


**JOURNALS:**
*Journal of Special Education*
*Teaching Exceptional Children*
*Exceptional Children*
*Remedial and Special Education*
*Exceptional Parents*
*Journal of Mental Retardation*
*Journal of Learning Disabilities*