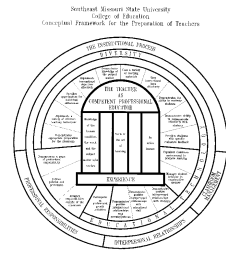


COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education
Course: Historical Perspectives, Present Practices
and Future Issues in Special Education

Course No. EX611
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I. Catalog Description and Credit Hours of Course:

The study of historical perspectives, current best practices, and issues and trends affecting the education and treatment of exceptional individuals. (3)

II. Prerequisite(s):

Admission to the graduate program in exceptional child education or consent of instructor.

III. Purposes or Objectives of the Course:

Upon conclusion of the course the student will have exhibited the knowledge base and skills necessary to:

- A. describe and analyze theories influencing the education and treatment of exceptional individuals during various historical eras.
- B. describe the models, theories, and philosophies that provide the basis for special education practice.
- C. interpret the laws that govern the Individual Education Process and its rights related to assessment, eligibility, and placement.
- D. compare traditions and values across cultures within our society and their effect on the relationship among children, family, and schooling.
- E. compare the similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
- F. identify, describe and analyze current issues pertaining to special education.
- G. evaluate current trends, issues and practices in special education.
- H. produce through library research, Internet proficiency, and writing, an analysis of a topic relevant to special education.

IV: Expectations of Students:

Students will:

- A. complete all assigned readings in the textbooks and selected professional journals.
- B. participate in group discussions
- C. conduct intensive and comprehensive reading of professional literature and Internet websites related to current trends and issues in special education.
- D. demonstrate achievement of the course objectives listed in Section III by their performance

on appropriate classroom examinations and written assignments.

V.	Course Content or Outline	Hours
A.	Orientation and scope of the course; use of the Internet	3
B.	Special education theories and philosophies	6
C.	Historical and current practices in special education	3
	1. Historical antecedents to current practices	
	2. Implication of the outcomes movement for special education.	
	3. Current technology trends in special education.	
D.	Past and current practices in teaching children with exceptional needs within a culturally diverse society.	12
E.	Past and current practices in interactions with the family of children with exceptionalities within a culturally diverse society.	6
F.	Topics of research and discussion may include (but not be limited to) some of the following general areas:	15
	1. Organizational strategies for the delivery of special education services	
	2. School delivery approaches	
	3. Classification and labeling	
	4. Assessment	
	5. Instructional strategies	
	6. Classroom management	
	7. Collaboration/consultation	
	8. Research practices	
	9. Use of information technologies	
	10. Multicultural factors	

VI. Textbook(s) and/or Related Materials or Equipment

Meyen, E.L. & Skrtic, T.M., (1995). *Special education and student disability: An introduction to traditional, emerging, and alternative perspectives* (4th ed.). Denver, Love Publishing.

Stainback, W., & Stainback, W. (1996). *Controversial issues confronting special education* (2nd ed.). Boston: Allyn and Bacon.

VII. Basis for student evaluation:

Grades will be determined by performance on written examinations, participation in classroom discussions and presentation on a current topic.

VIII. Knowledge Base:

- Adelman, H.S. (1992). LD: The next 25 years. *Journal of Learning Disabilities*, 25, 17-24.
- Bacharach, S.B. (1990). *Educational reform: Making sense of it all*. Boston: Allyn Bacon.
- Ballard-Campbell, M., & Semmel, M. (1981). Policy research and special education: Research issues affecting policy formation and implementation. *Exceptional Education Quarterly*, 2 (2), 59-68.
- Bawens, J., & Hourcade, J.J. (1995). *Cooperative teaching: Rebuilding the schoolhouse for all students*. Austin: Pro-Ed.
- Bogdan, R., & Knoll, J. (1988). The sociology of disability. In E.L. Meyen & T.M. Skrtic (Eds.), *Exceptional children and youth: An introduction* (pp. 449-477). Denver: Love Publishing.
- Brett, A., & Provenzo, E.F. (1995). *Adaptive technology for special needs*. Albany: State University of New York Press.
- Carnine, D.W., & Kameenui, E.J. (1990). The general education initiative and children with special needs: A false dilemma in the face of problems. *Journal of Learning Disabilities*, 23 (3), 141-144.
- Choate, J., Enright, B.E., Miller, L.J., Poteet, J.A., & Rakes, T.A. (1995). *Curriculum-based assessment and programming* (3rd ed.) Needham Heights: Allyn and Bacon.
- Dettmer, P.A., Dyck, N.T., & Thurston, L.P. (1996). *Consultation, collaboration, and teamwork for students with special needs*. Boston: Allyn and Bacon
- Education for All Handicapped Children Act of 1975, P.L. 94-142, 20 U.S.C. §§ 1400-1461 (November 29, 1975). Final Regs found at 34 C.F.R., Part 300.
- Education of the Handicapped amendments of 1986, 20 U.S.C. 1400 (October 8, 1986).
- Fields, M., & Boesser, C. (1994). *Constructive guidance and discipline, preschool, primary education*. New York: Macmillan.
- Ford, B.A., Obiakor, F.E., & Patton, J.M. (1995). *Effective education of African American exceptional learners*. New Perspectives. Austin: PRO-ED.
- Franklin, Barry M. (1994). *From "Backwardness" to "At-Risk": Childhood Learning Difficulties and the Contradictions of School Reform*. Albany: State University of New York Press.
- Fuchs, D., & Fuchs, L. (1994). Inclusive schools movement and the radicalization of special education reform. *Exceptional Children*, 60, 294-309.
- Giangreco, M., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). I've counted Jon: Transformation experiences of teachers educating students with disabilities. *Exceptional Children*, 59, 359-372.
- Grossman, H. (1995). *Special education in a diverse society*. Needham Heights: Allyn Bacon.
- Grossman, H. (1995). *Classroom management in a diverse society* (2nd ed.). Mountain View, CA: Mayfield.
- Guba, E.G., & Lincoln, Y.S. (1989). *Fourth-Generation Evaluation*. Newbury Park: CA: Sage.

Harre, R. (1981) The positivist-empiricist approach and its alternative. In P. Reason & J. Rowan (Eds.), *Human inquiry: A sourcebook of new paradigm research* (pp. 3-17). New York: Wiley.

Individuals with Disabilities Act (IDEA) of 1990, P.L. 101-476. (October 30, 1990). 20 U.S.C. § 1400 et seq: *U.S. Statutes at Large, 104*, 1103-1151.

Individuals with Disabilities Education Act Amendments of 1991, P.L. 102-119. (October 7, 1991). 20 U.S.C. § 1400 et seq: *U.S. Statutes at Large, 105*, 587-698.

Kauffman, J.M. (1993). How we might achieve the radical reform of special education. *Exceptional Children, 60*, 6-16.

Kinder, D., & Carnine, D. (1991). Direct instruction: What it is and what it is becoming. *Journal of Behavioral Education, 1*, 193-213.

Maker, C.J., & Nielson, A.B. (1996). *Curriculum development and teaching strategies for gifted learners* (2nd ed.). Austin: PRO-ED.

McCoy, K.M. (1995). *Teaching special learners in the general education classroom* (2nd ed.). Denver: Love.

National Center on Educational Restructuring and Inclusion. (1994). *National study of inclusive education*. New York: The Graduate School and University Center, the City University of New York.

National Organization on Disability. (1994). *Persons with disabilities lag behind other Americans in employment, education, and income*. Washington, DC.

Outhwaite, W. (1987). *New philosophies of social science: Realism, hermeneutics and critical theory*. London: Macmillan.

Phillips, D.C. (1987). *Philosophy, science, and social inquiry: Contemporary methodological controversies in social science and related applied fields of research*. Oxford, England: Pergamon Press.

Poplin, M. (1995). The dialectic mature of technology and holism: The use of technology for the liberation of the learning disabled. *Learning Disability Quarterly, 18*, 3.

Poplin, M.S., & Stone, S. (1992). Paradigm shifts in instructional strategies: From reductionism to holistic/constructivism. In W. Stainback & S. Stainback (Eds.), *Controversial Issues in Special education* (pp. 153-179). Boston: Allyn and Bacon.

Pugach, M.C., & Johnson, L.J. (1995). *Collaborative practitioners, collaborative schools*. Denver: Love Publishing.

Riley, R. (1994). *Memorandum on mainstreaming*. Washington, DC: U.S. Department of Education.

Rivera, J., & Poplin, M. (1995). Multicultural, critical, and constructive pedagogies seen through the lives of youth: A call for the revisioning of these and beyond: Toward a pedagogy for the next century. In C. Sleeter & P. McLaren (Eds.), *Multicultural education, critical pedagogy, and the politics of difference* (pp. 300-338). Albany, NY: SUNY Press.

Shepard, L.A. (1987). *Radical analysis of special education: Focus on historical development and learning disabilities*. London: Falmer Press.

Skrtic, T.M. (1986). The crisis in special education knowledge: A perspective on perspective. *Focus on Exceptional Children, 18*(7), 1-16.

Skrtic, T.M. (1991). *Behind special education: A critical analysis of professional culture and school organization*. Denver: Love Publishing.

Smith, T.E., Poloway, E.A. Patton, J.R., & Dowdy, C.A. (1995). *Teaching children with special needs in inclusive settings*. Needham Heights: Allyn and Bacon.

Stainback S., & Stainback, W. (1992). Schools as inclusive communities. In W. Stainback & S. Stainback (Eds.), *Controversial issues confronting special education: Divergent perspectives* (pp. 29-44). Baltimore, MD: Paul H. Brooks.

Stainback, W., & Stainback, S. (1996). *Controversial issues confronting special education* 92nd ed.). Boston: Allyn and Bacon.

Technology-Related Assistance for Individuals with Disabilities Act of 1988, P.L. 100-407. (August 19, 1988). 29 U.S.C.2201 et seq: *U.S. Statutes at Large*, 102, 1044-1065.

Technology-Related Assistance for Individuals with Disabilities Act of 1994, P.L. 103-218. (March 9, 1994). 29 U.S.C.2201 et seq: *U.S. Statutes at Large*, 108, 50-97.

The Americans with Disabilities Act of 1990, P.L. 101-336. (July 26, 1990). 42 U.S.C. §§ 122101 et seq: *U. S. Statutes at Large*, 104 327-378.

The Rehabilitation Act of 1973, P.L. 93-112, §§ 500-504, 87 Stat.355, 390-94 (current versions at 29 U.S.C. §§790-794d).

WEBSITES:

Center for Innovations in Special Education: <http://tiger.coe.missouri.edu/~mocise>

Council for Exceptional Children: <http://www.cec.sped.org>

Nichy: www.nichcy.org

Online Culture and Language Learning: <http://edweb.sdsy.edu/CSP/ocll.html>

Trace Research and Development Center (HyperAbledata): <http://trace.wisc.edu/>