

**Northeastern Illinois University
Department of Special Education**

SPED - 371: Foundations of Special Education - 3 hours

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Course Description: Presentation of the philosophical and historical foundations of the field of special education. Discussion of existing law, legal applications, current trends, practices, professional behavior and ethical considerations. Overview of methods of inquiry utilized by the profession. Development of professional writing skills used in the field of special education. This course meets the NEIU Writing Intensive requirement for majors in special education

Required Text

Friend, M. (2008). *Special Education: Contemporary Perspectives for School Professionals, (second edition)*. Boston, Allyn and Bacon.

Conceptual Framework of the College of Education

Reflective Professional Building Learning Communities

Philosophy of the Course

The special education undergraduate program aims to develop knowledgeable, reflective and responsive professionals who build learning communities by facilitating cognitive, cultural, affective and social growth. SPED 371 contributes to this process by presenting the historical, philosophical, and legal foundations that have defined special education. The development of special education will be examined from the perspective of the development of traditional educational philosophies, and its relationship to current educational institutions and practice. Students are expected to reflect upon the interactions that exist among these areas, and understand how these have impacted the lives of individuals with special needs. Finally, students will begin to articulate their own philosophy of special education.

Course Purpose

Examine the historical, philosophical, and legal aspects of education that have defined the field of special education.

Knowledge Base

Students in the course will be presented with information indicating how interactions among the historical, philosophical, and legal factors have shaped the field of special

education. The underlying beliefs about persons with disabilities will be examined from a philosophical and historical perspective. These will further be followed as expressed within the context of the law. The requirements of IDEA 1997 (PL 105-17), important case law litigation (e.g., *Brown v. Board of Education*, 1954) and other important federal and state legal requirements will be examined. The rights and requirements for states, schools, parents, and persons with disabilities will be discussed. These legal factors and their interpretations are emphasized within the Turnbull and Turnbull textbook. This book, while examining specifically special education law, also discusses the important historical and philosophical underpinnings that preceded the law.

Students with Disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require the provision of academic adjustments or accommodations for students with disabilities. Students with disabilities are encouraged to go to the Accessibility Center located in room 104 of the "D" wing. Their telephone number is (773) 442-4595. All information will be kept confidential.

Student Outcomes

Successful completion of SPED 371 will be reflected in the students' ability to demonstrate knowledge and/or skill in meeting the following standards:

Specific Learning Outcomes

Program Goal: Students will be knowledgeable regarding the foundations of the field of special education.

Course Objective: Students will be knowledgeable regarding the historical, legal and philosophical origins of the field of special education.

Course Objective: Students will be knowledgeable of multicultural and bilingual aspects of special education

Course Objective: Students will be knowledgeable of methods of collaboration and consultation utilized in the field of special education.

Course Objective: Students will be able to formulate and then articulate in written form their personal philosophy of special education which is grounded by established principles of the field.

Course Objective: Students will be knowledgeable of the principles of inquiry in the field of special education.

Course Objective: Students will be knowledgeable of the ethical practices embraced by the field of special education.

Course Objective: Students will reflect in writing the relationship between both their philosophy of teaching and the case study with CEC Standard One: Foundations

Learning Experiences and Instructional Strategies

The instructional process will include lectures with participation by students and collaborative group discussions and examination of case studies relevant to the knowledge base and student outcomes. On-line resources accompany the text.

Assessment Strategies

Procedures for establishing that the student outcomes have been achieved include the following:

- 1) Students will successfully complete **two examinations**. Each will contribute **15 %** to the final grade.
- 2) **Case study analyses**. Students will be presented with a case study. Worksheets will be provided to assist in organizing study information. Students will meet in small groups to compare results. The project will culminate in a five page APA formatted paper. Students will have the opportunity to produce an *ungraded* draft copy for feedback. This project will contribute **20 % to the final grade**.
- 3) Students will articulate their own **Personal philosophy of teaching in the field of special education** based upon the historical, philosophical and legal foundations presented in class. Students will first respond in writing to a series of clarifying questions (*ungraded*). Next students will meet in small groups to share their thoughts and ask additional clarifying questions. Then students will produce a *ungraded* draft version of their philosophy which will again be shared both in small groups and with the course instructor for feedback. Lastly, a final version of the paper will be produced approximately 2 pages in length. This project will contribute **20 % to the final grade**.
- 4) The **CEC Code of Ethics**. The CEC code will be presented in class. Students will be asked to review the code and identify a "new" ethic, not already included in the code. Students will explain how their authored ethic is a new addition and why CEC should adopt it. Students will also offer in writing several examples of how they would utilize both their new ethic as well as the existing code once they are teachers. Students will have the opportunity to produce an *ungraded* draft copy for feedback. The completed paper will be 4 pages in length. This project will contribute **10 % of the final grade**.
- 5) Student will identify the design merits and faults of a **research study**. Students will be provided one research study in the field of special education. Students will informally identify in writing both appropriate and inappropriate elements of the studies design (*ungraded*). Students will then meet in small groups to compare conclusions. Then students will prepare a 3 page review of the article. Included in the review a brief discussion of what they learned in the small group discussion and the article cited in APA format. This assignment will contribute to **10% of the**

final grade.

6) **Curriculum Infusion Case Study.**

The real life issues curriculum infusion model will be presented in class. Students will be divided into small groups and presented with a case study related to the application of the model. Students will be asked to develop a CI intervention plan and explain the plan, each step, and the steps rationale in writing. The finished paper should be nine pages in length. Although this is a group project, each student's written contribution must be a minimum of 3 pages and indicated for the instructor. This assignment will contribute to **10% of the final grade.**

7) **Portfolio reflections (*required to successfully complete and pass this course but ungraded*)**

Both the case study and the philosophy of teaching paper (i.e. two and three above) are required "evidences" to be included in your portfolio. You will be asked to produce in writing a one page reflection for each of these assignments. Guidelines for reflections will be reviewed in class. These reflections must be submitted to your instructor for review and feedback. ***The reflections are required to complete and pass this course but are ungraded.***

8) ***Informal in-class spontaneous writing (required to successfully complete and pass this course but ungraded)***

*From time to time (minimum of three occurrences) the course instructor will ask students to briefly record in writing what they had learned during the class period and/or after group work to summarize in writing what had been learned from the group interaction and/or at the beginning of class record thoughts in writing to a question which sets the stage for the sessions agenda. (**required to successfully complete and pass this course but ungraded**)*

Course Grade Scale

A- 90 % - 100 % **B-** 80 % - 89 % **C-** 70 % - 79 % **D-** 60 % - 69 % **F-** < 60 %

Required Reading

Friend, M. (2008). *Special Education: Contemporary Perspectives for School Professionals, (second edition)*. Boston, Allyn and Bacon.

Topic	Read	Week
Introduction to the field of Special Education	Ch 1	1-2
Personnel and Procedures Examination one: Chapters 1-2	Ch 2	3-4
Multicultural and Bilingual Aspects of Special Education	Ch 3	5
Collaboration	Ch 4	6
Case Study Examination two: Ch 3-4		7 8
Ethical Practices Ethical Practices Paper	Handouts	9
Research and Methods of Inquiry Research Critique		10
Personal Philosophy of Education		11
Curriculum Infusion of Real Life Issues Curriculum Infusion Case Study		12 - 13
Portfolio Reflections (Required but ungraded)		14 - 15

Bibliography

Friend, M. & Bursuck, W. (2009). *Including Students with Special Needs: A Practical Guide for Classroom Teachers (5th edition)*. Columbus, Ohio: Pearson.

Hardman, M., Drew, C. & Egan, M. (2008). *Human Exceptionality: School, Community and Family (9th edition)*. Boston: Houghton Mifflin.

Kirk, S., Gallagher, J., Anastasiow, N. & Coleman, M. (2006). *Educating Exceptional Children (11th edition)*. Boston: Houghton Mifflin.

Mastropieri, M. & Scruggs, T. (2007). *The Inclusive Classroom: Strategies for Effective Instruction (3rd edition)*. Columbus, Ohio: Pearson.