

SPE 5120
Current Issues in Special Education
Fall 2016

Instructor: **Dr. Kathlene Shank**
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Appointments: **Sign up in the Red Notebook in the SPE office. Sign up 24 hours in advance.**

Location/Time: **1441 Buzzard Hall**
Monday: 7:00-9:30 p.m.

Syllabus

Course (Prefix, Number, Title):

SPE 5120 - Current Issues in Special Education

Course Description:

A study of the cultural, sociological educational and legal factors which are relevant to the understanding of special education.

Pre-requisites/Co-requisites

Upper division or Graduate level standing in special education or a related field.

Support of Conceptual Framework:

Through the various issues discussed throughout this class, candidates gain knowledge regarding the most current information regarding instructional practices and strategies, diversity and culture, and policies and procedures which impact all students. Discussions and topics support the conceptual framework theme which is “Educators as Creators of Effective Educational Environments.”

Learning Model

The primary learning model for this course is the Information Processing Model. See: Costa, A. (Ed.). (1991). *Developing minds: A resource book for teaching thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.

Required Text:

Gall, M.D., Gall, J.P., & Borg, W.R. (2007). *Educational research: An introduction* (8th ed.). Boston, MA: Pearson.

Methods of Instruction:

This course is candidate-centered in that the topics explored are those of interest and relevance to the candidates and to the field of special education. With each candidate-led discussion, others’ knowledge is expanded and topics are further evaluated. Electronic communication, as well as written and oral communication, will be utilized throughout the course.

Course Assignments/Requirements:

Written statement of issue; preparation of annotated reference list; facilitation of leadership seminar on chosen issue and literature review.

Chart of Assessments: See Chart.

The requirements of this course are structured upon the *Taxonomy of Educational Objectives* (Bloom, et al., 1956). That taxonomy is as follows:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. Evaluation

The performance of a graduate student should be reflective of, at least, the fourth level of this taxonomy, Knowledge, Comprehension, and Application of knowledge are assumed in the possession of a Bachelor’s

degree. Analysis, Synthesis, and Evaluation of that knowledge is expected in someone pursuing an advanced degree.

1. **Issue Statement.** Each candidate will write an issue statement that serves as the foundation for the literature review paper. A meeting with the instructor will be held to approve the issue statement prior to writing the literature review. Guidance in how to write an issue statement will be provided in class.
2. **Leadership Presentation and Annotated Bibliography. Steps to do to complete seminar leadership assignment:**
 - a. Write a clear statement which defines the issue.
 - b. Acquaint yourself with the topic. Zero in on 2-3 really germane article(s) to assign the rest of us and prepare an annotated reference list.
Your annotated reference list should contain 8-10 articles which present the various perspectives. Mark with a "*" those articles you want the class to read. Provide each class member with a copy of these 2-3 articles.
 - c. Do an extensive search for related materials. Spend at least time in the library looking for materials.
 - d. Lead the group on your assigned day. On this day you will need to present both sides or perspectives of the issue and lead a discussion of the topic/issue.
3. **Literature Review.** Complete a thorough review of literature on an issue of your choice with the instructor's approval. The literature review is to be 10-15 pages typed and written in accordance with APA style. The literature review will be comprised of sources that are summarized, analyzed, and synthesized in a manner that clearly presents both sides of the issue. More specific information will be provided in class.
4. **Participation.** Participation points will be earned each class period. Points can be earned for participation in in-class activities and in issue discussions each week. **Participation points cannot be earned just by showing up to class.** Each candidate's contributions will be evaluated based on quantity and quality.

Specific Requirements

1. Statement of the issue = 10 points
2. Seminar Leadership and Annotated Bibliography = 75 points
3. Literature Review = 200 points
4. Participation Points = varies

**** The instructor reserves the right to modify course assignments or the course outline as necessary.**

Course Outline

- I. Defining the Issues
What do we perceive they are?
- II. What is an issue?
- III. What is your issue?

References

References in this course will include those from each research project and presentation.

Attendance

Attendance will be taken during each class period. As stated in the Department Attendance Policy, students are expected to attend all classes. The Department of Special Education endorses the notion that attendance in classes is essential. If class must be missed, then the candidate is to call the Special Education Office (581-5315) prior to class and leave a note for the instructor specifying why he/she will not be in class. Participation points that are earned via in-class discussions cannot be made up regardless of whether the absence is excused or unexcused. Candidates who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.

Grading Policy:

Grades are earned on a point basis. Each assignment has an assigned point value. Final grades are reflective of points earned out of the total points available during the semester, as is consistent across the Department of Special Education:

90% or more of total points	= A	
80-89% of total points	= B	
70-79% of total points	= C	60-
69% of total points	= D	
less than 60% of total points	= F	

Late Assignments

Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late. Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance

Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

Course Department Policies Written

Language Standards

Written assignments are expected to follow *American Psychological Association* (APA) style, format, and guidelines. Non-labeling language is expected in all written materials. Candidates in SPE 5120 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure. The instructor reserves the right to request revision and resubmission of any written work that does not meet graduate level standards.

Plagiarism

Plagiarism is copying someone else's work as if it is your own without providing proper acknowledgement. Eastern Illinois University considers plagiarism a serious offense under its student conduct code, and the penalty can be as serious as expulsion from school.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy

All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given by instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero." At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication/Media Access

Candidates are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, candidates are expected to be respectful and professional. In addition, candidates must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

This course will utilize D2L. It is expected that candidates will familiarize themselves with D2L and check their EIU email regularly for class-related message, information, readings, assignments, etc.

Conduct Code

Candidates are responsible for reading and adhering to the Student Conduct Code. Note that Eastern students are expected to observe the highest principles of

academic integrity and support a campus environment conducive to scholarship. Violations of this standard include, but are not limited to, conduct in subversion of academic standards such as cheating on examinations, plagiarism, collusion, misrepresentation or falsifications of data, and submitting work previously presented in another course unless specifically permitted by the instructor.

Workload Expectations

Given that this is a graduate level course, a minimum of two hours of outside work per credit hour of the course is expected weekly. This means that if the class hold a weekly face-to-face meeting, then candidates will have a minimum of 6 hours of additional work to prepare, study, and complete tasks related to the class; if the weekly meeting is online, then the time allotted for the class should be 150 minutes substituted for time in class in addition to the six hours of outside work for that week.

Academic Support

If a candidate has a documented disability and wishes to receive academic accommodations, he/she must contact the Coordinator of the Office of Disability Services (217-581-6583) as soon as possible. No audio or video recorders will be allowed in class unless there is a requisition from the Office of Disabilities to do so.

Learning Outcomes/Objectives

EIU Graduate level Outcomes addressed in this course:

1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

CEC Advanced Content Standards

Advanced Standard 2: Curricular Content Knowledge

2.0	<i>Special education specialists use their knowledge of general¹ and specialized² curricula to improve programs, supports, and services at classroom, school, community, and system levels.</i>
Key Elements	
2.1	Special education specialists align educational standards to provide access to challenging curriculum to meet the needs individuals with exceptionalities.
2.2	Special educators continuously broaden and deepen professional knowledge, and expand expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.
2.3	Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

Advanced Standard 3: Programs, Services, & Outcomes

3.0	<i>Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</i>
Key Elements	

¹ As used, “general curricula”, means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

² As used, “specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

3.1	Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
3.2	Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.
3.3	Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
3.4	Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.
3.5	Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Standard 4: Research & Inquiry

4.0	<i>Special education specialists conduct, evaluate, and use inquiry to guide professional practice.</i>
Key Elements	
4.1	Special education specialists evaluate research and inquiry to identify effective practices.
4.2	Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
4.3	Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Standard 5: Leadership and Policy

5.0	<i>Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments.</i>
Key Elements	

5.1	Special education specialists model respect for and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.
5.2	Special education specialists support and use linguistically and culturally responsive practices.
5.3	Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.
5.4	Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.
5.5	Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

Advanced Standard 6: Professional and Ethical Practice

6.0	<i>Special education specialists use foundational knowledge of the field and professional Ethical Principles and Practice Standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</i>
Key Elements	
6.1	A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.
6.2	Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.
6.3	Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.
6.4	Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.
6.5	Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6	Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.
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6.7	Special education specialists actively promote the advancement of the profession.
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CEC Advanced Core Standards (CEC ASCI)

Standard #4: Research and Inquiry

ASCI4K1 Evidence-based practices validated for specific characteristics of learners and settings

ASCI4S1 Identify and use the research literature to resolve issues of professional practice

Standard #5: Leadership and Policy

ASCI5K3 Emerging issues and trends that potentially affect the school community and the mission of the school

ASCI5K4 Federal and State education laws and regulations

ASCI5K5 Current legal, regulatory, and ethical issues affecting education

Standard #6: Professional Development and Ethical Practice

ASCI6K2 Moral and ethical responsibilities of educators

ASCI6K3 Human rights of individuals with exceptionalities and their families

ASCI6S4 Disseminate information on effective school and classroom practices

ASCI6S6 Develop and implement a personalized professional development plan

CEC Specialty Area Knowledge and Skills: Special Education Administrator (CEC SEA_K or SEA_S)

Standard 2: Curriculum Content Knowledge

SEA2K1 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs

Standard 3: Programs, Service, and Outcomes

SEA3K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs

SEA3K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs

Standard 4: Research and Inquiry

- SEA4K1 Research in administrative practices that supports individuals with exceptional learning needs and their families

Standard 5: Leadership and Policy

- SEA5K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families
- SEA5K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families

Standard 6: Professional and Ethical Practice

- SEA6K2 Adult learning theories and models as they apply to professional development programs
- SEA6S1 Communicates and demonstrates a high standard of ethical administrative practices when working with staff serving individuals with exceptional learning needs and their families
- SEA6S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families

State of Illinois Director Standards (IL DIR)

a) Facilitating a Vision of Educational Excellence

The competent director of special education is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of educational excellence that is shared and supported by the school community.

1) Knowledge Indicators – The competent director of special education:

- A) knows and understands the needs of different groups in a pluralistic society.
- H) knows and understands the historical, moral, philosophical, and political traditions of education, including those that provide the basis for special education practice.

2) Performance Indicators – The competent director of special education:

- A) facilitates and engages in activities that promote the success of all students in the least restrictive environment by understanding, responding

to, and influencing the larger political, social, economic, legal, and cultural context.

- L) facilitates and engages in activities to monitor, evaluate, and revise the organizational vision, mission, goals, and implementation plans regularly.

b) Learning Environment and Instructional Program

The competent director of special education is an educational leader who promotes the success of all students by advocating and nurturing a constantly improving learning environment and an instructional program based upon educationally sound principles of curriculum development and modifications, learning and teaching theory, and professional development.

- 1) Knowledge Indicators – The competent director of special education:
 - D) knows and understands a variety of educational research methodologies and their comparable strengths and weaknesses.
 - H) knows and understands professional development models and adult learning theory
- 2) Performance Indicators – The competent director of special education:
 - E) facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
 - G) facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
 - I) facilitates and engages in activities that promote high expectations for self, staff, and students.
 - J) facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.
 - N) facilitates and engages in activities that foster lifelong learning.

c) Knowledge of Laws, Regulations, and Professional Ethics

The competent director of special education has a thorough knowledge of federal and State statutes affecting the education of students with disabilities.

- 1) Knowledge Indicators – The competent director of special education:
 - K) knows and understands the role of public education in developing and renewing a democratic society and an economically productive nation.
- 2) Performance Indicators – The competent director of special education:
 - A) facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.
 - F) facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

G) facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

g) Collaboration with Families and Communities

The competent director of special education is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

1) Knowledge Indicators – The competent director of special education:

E) knows and understands emerging issues and trends that potentially affect the school community and the mission of the school.

2) Performance Indicators – The competent director of special education:

F) facilitates and engages in activities that demonstrate formal and informal listening skills.

G) facilitates and engages in activities that demonstrate group leadership skills.

Graduate/Advanced: Chart of Assessments ... SPE 5120- Current Issues in Special Education

Assessment Name	Brief Description	Graduate/Advanced Unit Standards	Dispositions
		Addressed	Addressed
		1 2 3 4 5 6	1 2 3 4 5
Statement of Issue Candidates write a clear statement of an issue in field of special education		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Literature Review	Candidates research a specific issue, finding the most relevant information to document both sides	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> of the issue	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Seminar Leadership	Candidates prepare an annotated reference list to regarding the chosen topic.	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> be distributed to the class and lead a discussion	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>

List of Graduate/Advanced Unit Standards:

Standard 1 – Content Knowledge

Standard 2 – Critical Thinking and Problem Solving

Standard 3 – Oral and Written Communications

Standard 4 – Advanced Scholarship/Research/Creative Activity

Standard 5 – Working with Diverse Clientele

Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:

Disposition 1 – Interaction with Students

Disposition 2 – Professional and Ethical Practice

Disposition 3 – Effective Communication

Disposition 4 – Planning for Teaching and Student Learning

Disposition 5 – Sensitivity to Diversity and Equity

10/2000

SPE 5120: Current Issues in Special Education

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
1. Complete written assignments in American Psychological Association (APA) style.	-Literature review	Reads and interprets APA Manual	- Instructor's rubric for literature review.
2. Through writing and oral assignments, serve as an advocate for all learners.	-Literature review -Seminar leadership - Participation	Uses non-labeling language, uses non-judgmental statements.	- Instructor's rubric for literature review - Seminar leadership. - Participation.
3. Utilize a variety of library sources to complete written and oral assignments.	-Seminar leadership -Literature review	Through hands-on experience learns how to access databases from library, Internet and accesses articles from library search manually and electronically.	- Instructor's rubric for literature review - Statement of issue. - Seminar leadership.
4. Present information on Special Education topics, either orally or in writing, using nonlabeling language.	-Statement of issue -Seminar leadership -Literature review -Participation	Identified the individual first and the disability second (e.g., a person with a disability).	Rubric for: - Literature review - Seminar leadership assignment

5. Interpret data that is reported in various types of educational research.	-Statement of issue -Literature review -Seminar leadership -Participation	1. Synthesizes data to identify issues in Special Education. 2. Synthesize data from research articles to show both sides of an issue and use data to support one side over the other.	Rubric for: - Statement of issue - Literature review - Seminar leadership
6. Analyze current legal, instructional, and service delivery issues in Special	-Statement of issue -Literature review -Seminar leadership assignment	Synthesizes research: 1. To determine a relevant issue in Special Education.	Rubric for: - Statement of issue - Literature review

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
Education in oral and written assignments.	-Participation	2. To determine two sides of an issue in presentation. 3. To demonstrate in writing both sides of an issue. 4. To contribute to discussion during oral presentation.	- Seminar leadership assignment - Participation
7. Orally present information to professionals/peers on current Special Education legal, instructional, and service delivery issues.	-Seminar leadership assignment	Present both sides of an issue and facilitate discussion to determine the best position.	Seminar leadership assignment rubric.
8. Engage in dialogue and support own perspective on current Special Education issues utilizing professional literature.	-Seminar leadership assignment -Participation	- Present support of both sides of an issue. - Discussion based on research that supports both sides of the issue.	- Seminar leadership rubric - Participation rubric

9. Present relevant information for all facts of current legal, instructional, or service delivery issues in Special Education.	-Literature review -Seminar leadership assignment -Participation	- Discerns information relevant to the issue. - Discuss in written and oral form.	Rubric for: - Literature review - Seminar leadership assignment - Participation
10. Complete a review of a research issue on a current legal, instructional, or service delivery issue in Special Education.	-Literature review -Seminar leadership assignment	- Gather information from written and electronic material. - Synthesize research material to determine salient points.	Rubric for: - Literature review - Seminar leadership assignment
18. Analyze current curricular, instructional, and legal issues in Education.	-Statement of issue -Literature review -Seminar leadership assignment -Participation	Synthesize research to: 1. Determine a relevant issue in Special Education. 2. Determine two sides of an issue. 3. Present both sides of an issue. 4. Contribute to discussion	Rubric for: - Issue of statement - Literature review - Seminar leadership assignment - Participation

Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies
		during other's presentations.	
19. Synthesize knowledge gained from published research in Education on curricular, instructional, and legal issues.	-Statement of issue -Literature review -Seminar leadership assignment -Participation	Synthesize research to: 1. Determine a relevant issue in Special Education. 2. Determine two sides of an issue. 3. Present both sides of an issue. 4. Contribute to discussion during other's presentations.	Rubric for: - Issue of statement - Literature review - Seminar leadership assignment - Participation

20. Engage in reflective inquiry about program and practice.	-Seminar leadership assignment -Participation	Use critical thinking skills to discuss two sides of an issue and determine side of issue to support.	Rubric on: - Seminar leadership assignment - Participation
21. Apply knowledge gained from published research in Education to current curricular, instructional, and legal issues.	-Literature review -Seminar leadership assignment -Participation	- Read and interpret research articles on issues in Special Education. - Use the research to document both sides of an issue in Special Education.	Rubric on: - Literature review - Seminar leadership assignment - Participation
24. Demonstrate the professional competence to analyze, propose, and defend educational policy in appropriate educational forums (e.g., oral presentations, position papers, literature reviews, research, and grants).	-Literature review -Seminar leadership assignment	- Read and interpret educational policy relevant to selected issue in Special Education. - Support both sides of an issue with pertinent research references.	Rubric for: - Literature review - Seminar leadership assignment
27. Describe past and current historical, philosophical, sociological, and psychological trends, issues, and events in education.	-Literature review -Seminar leadership assignment	Gather and organize background relevant to selected issue in Special Education.	Rubric for: - Seminar leadership assignment - Literature review
Courses/Experiences	Activities/Assignments	Indicators (by assignment)	Evaluation Strategies

28. Identify and explain philosophical, sociological, and psychological perspectives/models that undergird curricular and instructional approaches.	-Literature review -Seminar leadership assignment	<ul style="list-style-type: none"> - Read and interpret information related to a specific issue in Special Education. - Articulate a clear description of perspectives on an issue. 	Rubric for: <ul style="list-style-type: none"> - Literature review - Seminar leadership assignment
29. Articulate and defend one's own philosophical, sociological, and psychological perspectives.	-Literature review -Seminar leadership assignment -Participation	<ul style="list-style-type: none"> - Clearly state philosophy related to issue in written and oral form. - Support philosophy with research references and experiences. 	Rubric for: <ul style="list-style-type: none"> - Literature review - Seminar leadership assignment - Participation
32. Complete a literature review on a current issue in Education in APA style.	-Literature review -Seminar leadership assignment	<ul style="list-style-type: none"> - Written and electronic materials. - Synthesize research material to determine salient points. 	Rubric for: <ul style="list-style-type: none"> - Literature review - Seminar leadership assignment