Instructor: Dimitris Anastasiou, Ph.D.
Seminar Meetings: Thursday 3:00-6:00 p.m. August 29th- December 5th
Location: Pulliam Hall 0039
Office Hours: Monday 3-5 p.m., Wednesday 3-5 p.m. and by appointment.
Office Location: Wham Education Building 223G
Phone: 618-203-3354, E-mail: anastasiou@siu.edu

COURSE DESCRIPTION
This course is designed to examine issues related to the theories, models and trends that have shaped research, policy and service delivery in special education. The general objective of this course is to provide an opportunity for students to hone their skills in analysis, criticism, and discussion of theories or/and models influenced special education field or utilized in special education settings. The format of the seminar will support growth in each participant’s scholarly and research competencies by reading published theories and research and engaging in critical discussion. In addition, because academic writing is a genre that all doctoral students must master, participants will produce scholarship as part of the developmental process toward independent research.

COEHS CONCEPTUAL FRAMEWORK
The Southern Illinois University Carbondale’s College of Education and Human Services conceptual framework reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels:

1. **Reflective educational leaders** are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents or guardians, and the profession.

2. **Reflective educational leaders** understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and oral communication within the content area as well as media, scientific and quantitative literacy.

**Reflective educational leaders** understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic,
cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning.

**LEARNING OBJECTIVES**
Participants will expect to:
(a) Fully engage in the critical discussions lead by classmates.
(b) Identify peer-reviewed literature regarding some aspects of theories, models, policy and research in special education.
(c) Present to group; they will further develop professional collaboration and presentation skills.
(d) Lead a discussion of the critical aspects of the sources.
(e) Produce a 15-20 page paper of publishable quality, providing an intellectually rich analysis and synthesis of their sources.

**MATERIALS AND READINGS**

The assigned readings will be identified by instructor and seminar participants.

**INSTRUCTIONAL METHODOLOGY**
This course is designed as a seminar. A seminar is a select group of advanced students associated for special study and original research under the guidance of a professor (The Oxford English Dictionary, 2nd ed., 2000). As such, the format of the course will not only be a learning experience, but also participants will pursue intellectual goals of their own related to theories and models, and will help create a community of inquiry for other participants in the course.

**Course Learning Activities**
- Review and discussion of select readings
- *Individual Presentations* (Individual powerpoint presentation/discussion)
- *Taking Sides* Debates

**Assignments**
1. **Two or three Individual Presentations.** Each participant will act as the leader presenter and facilitator for the discussion of 2 or 3 topics presenting to seminar. Topics for the Individual Presentations are intended to represent important theories, models, issues and trends affecting contemporary practices in special education. Readings will be assigned the class period prior to the scheduled discussion of a topic. In addition, each participant will further identify and select 2-4 peer-reviewed articles that address
some aspects of a theory or model. Participants must provide the full citation for each article and are encouraged to identify electronic formats (i.e., web links or pdf files).

**Student-led presentation/discussion**
Beginning at session #2, one participant will present on a selected reading during class. Following a brief introduction in which they state the topic and preview the main presentation content (with accompanying presentation overview slide), the main content part of the presentation will last 30-40 minutes, to be followed by facilitated (by the presenter) discussion (or, discussion can be embedded throughout the presentation), and a 5 minute summary/closure. Presenters should rehearse to make sure their presentation timing is appropriate. The oral presentation should cover the main concepts and informational points from the selected readings.

The leader presenter needs to do four things before the presentation:
- a) To prepare a PowerPoint slide show for the presentation.
- b) To e-mail the ppt to Dr. Anastasiou no later than two days before the presentation.
- c) To prepare copies of a 10- to 12-page handout for other participants.
- d) To prepare a list of 4 - 5 challenging discussion questions for the class.

Students will sign up for topics during session #1.

2. Each participant will complete a **15-20 page paper** that critically examines the literature for a **self-selected topic/theme**. The selected topic will not only be of personal interest to the student, but also relevant to the significant current trends in the field and their professional role. Students will deliver a presentation on their project to the seminar. The paper should conform to the 6th edition of the APA publication manual.

**EVALUATION**

*The final paper will be evaluated on the basis of:*
- Quality of ideas
- Clarity of expression
- Analysis and synthesis of information
- Writing mechanics including APA format

**Requirements**
- General adequacy of the oral presentations/discussions 40%
- Selected readings for discussion 5%
- Class Participation 20%
- Final Paper 35%
Final Grades
100-90%       A
89-80%        B
Below 80%  C

Disability Support Services
SIUC is committed to assisting students with disabilities. If you have a documented disability and anticipate the need for accommodations, please contact me by phone, email, or in person to discuss any needed accommodations during the first two weeks of class. All accommodations must be approved though Disability Support Services (DSS) at 618-453-5738 or DSS@siu.edu. For more information contact DSS.

Emergency Procedures:
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.bert.siu.edu, Department of Safety’s website www.dps.siu.edu (disaster drop down) and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
TENTATIVE SCHEDULE

**August 29** – *Introduction: Seminar Overview*
Overview of the seminar, discuss the syllabus. Consideration of topics for individual seminar projects.

**September 12** - Topic 1: *The Social Model of Disability [KA]*
Student’s references presented to class

**September 26** - Topic 2: *Conventional Service Delivery Model and RTI models [JC]*

**October 3** - Topic 3: RTI Models & *Continuum of Services. Inclusion, and Full Inclusion [KA]*

**October 10** - Topic 4: *Disproportionality [RT]*

**October 31** - Topic 5: *Multiculturalism. Culturally Responsive Curricula and Instruction [RT]*

**November 14** - Topic 6: *Evidence-based Practices [JC]*

**December 5** - *Summary and wrap-up discussion*
Paper due
Readings

1. The Social Model of Disability

2. Conventional Service Delivery Model, RTI models and Alternatives. School-Wide Positive Behavior Support and RTI.


**3. RTI Models & Continuum of Services. Inclusion, and Full Inclusion**


**4. Disproportionality**


5. Multiculturalism. Culturally Responsive Curricula and Instruction


6. Evidence-based Practices


