



**NOVA SOUTHEASTERN UNIVERSITY**

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**FISCHLER SCHOOL OF EDUCATION AND  
HUMAN SERVICES**

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**DOCTOR OF EDUCATION  
PROGRAM**

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**COURSE SYLLABUS**

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**EDL 8301**

**CRITICAL ISSUES AND TRENDS  
IN  
SPECIAL EDUCATION ADMINISTRATION**

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**COURSE SYLLABUS**

**EDL 8301 – CRITICAL ISSUES AND TRENDS IN SPECIAL  
EDUCATION ADMINISTRATION**

**TERM:** \_\_\_\_\_ **SITE:** \_\_\_\_\_

**INSTRUCTOR'S NAME:** \_\_\_\_\_

**TEL #: (MORNING)** \_\_\_\_\_ **(EVENING)** \_\_\_\_\_

**FAX#:** \_\_\_\_\_ **CELLULAR#:** \_\_\_\_\_

**E-MAIL ADDRESS:** \_\_\_\_\_

**Professor Responsible for Syllabus:**

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Revised 12/2005

## **COURSE TITLE**

### **EDL 8301 – Critical Issues and Trends in Special Education Administration (6 Graduate Credit Hours)**

## **COURSE DESCRIPTION**

This course is designed for those who are responsible for planning, developing, and implementing educational programs for students with disabilities. It will provide these educators with the legal and ethical bases for providing services to children with disabilities, and with instructional and organizational methods to help these children succeed in their schools.

## **COURSE OBJECTIVES**

At the end of this course, students will be able to:

1. Understand the difference between education as a right and education as a privilege.
2. Distinguish among remediation, compensation, and prevention.
3. Recognize the unique and common characteristics of children with mild disabilities.
4. Recognize the issues related to the identification of minority and bilingual children with disabilities.
5. Articulate the goals and objectives of education in America.
6. Understand the legal basis for special education.
7. Distinguish between IDEA (PL 105-17) and ADA (PL 101-336).
8. Understand the components and key challenges of IDEA.
9. Distinguish among the different special education categories.
10. Identify the current conditions and state of special education.
11. Recognize the continuous services for children with disabilities.
12. Identify the advantages and disadvantages of labeling children.

13. Understand the issues involved in the definition debate.
14. Explain the concepts of LRE and FAPE in IDEA.
15. Understand the placement alternatives and controversy surrounding the placement of children in special education.
16. Distinguish between inclusion and mainstreaming.
17. Recognize the contemporary influences on assessment practices.
18. Identify the large scale assessment and accountability decisions.
19. Recognize the many issues related to the instruction of children with disabilities in special education and regular education settings.
20. Recognize the factors that influence intervention decisions.
21. Identify the issues related to effective instruction.
22. Recognize the value of early intervention for young children with disabilities.
23. Recognize the issues surrounding the transition into school, dropping out of school, and transition beyond high school.
24. Recognize the issues related to the reform movement in special education.
25. Outline the objectives of Goals 2000 and Educate America Act.
26. Recognize the choice of education and the education options available to exceptional education students.
27. Identify the issues surrounding the home-school-community-agency relationships.
28. Understand the effects of disability on families and siblings.
29. Identify effective ways to increase parental involvement.
30. Recognize the barriers to home-school collaboration.
31. Identify the historical and current legal issues in special education.
32. Recognize the issues related to the provision of services to students with disabilities.
33. Understand the issues related to disciplining students with disabilities.

34. Identify the leading economic issues in special education.
35. Recognize the issues related to the payment for special education services and funding incentives and disincentives.
36. Recognize the need for funding special education programs.
37. Identifying the desired educational results for exceptional education students.
38. Understand the grading standards and graduation requirements for exceptional education students.
39. Understand the debate related to retention in grade versus social promotion.
40. Project the future of special education.
41. Identify the issues related to the preparation of personnel for special education.
42. Distinguish between the need of training special education teachers versus training teachers to teach all children.

## **COURSE OUTLINE**

<b>MODULES</b>	<b>OBJECTIVES</b>	<b>CHAPTERS</b>	<b>ASSIGNMENTS</b>
<b>Module #1</b>	1-11	1. Competing Perspectives 2. Special Education in Context	<b>Module #1 Study Questions due at end of Module #1</b>
<b>Module #2</b>	12 & 13	3. Special Education Today 4. Definition Debate	<b>Module #2 Study Questions due at end of Module #2</b> <b>Web Activity</b>
<b>Module #3</b>	14-18	5. Placement Controversy 6. Issues in Assessment	<b>Module #3 Study Questions due at end of Module #3</b>
<b>Module #4</b>	19-22	7. Issues in Instruction 8. Early Intervention	<b>Module #4 Study Questions due at end of Module #4</b> <b>Review of Research Article</b>
<b>Module #5</b>	23-26	9. Transition 10. School Reform and Special Education	<b>Module #5 Study Questions due at end of Module #5</b>
<b>Module #6</b>	27-33	11. Home-School-Community Agency Partnerships 12. Legal Issues	<b>Module #6 Study Questions due at end of Module #6</b> <b>Field Experience Report</b>
<b>Module #7</b>	34-39	13. Economic Issues 14. Results of Schooling in Special Education	<b>Module #7 Study Questions due at end of Module #7</b>
<b>Module #8</b>	40-42	15. Continuing Challenges	<b>Module #8 Study Question due at end of Module #8</b> <b>Research Paper</b> <b>Final Exam</b>

**Note: The final examination will be posted on the last day of the course and will be due 48 hours later.**

### **REQUIRED TEXTBOOK**

Ysseldyke, J. E., Algozzine, B., and Thurlow, M. L. (Latest Edition). *Critical issues in special education* (3rd ed.). Boston, MA: Houghton Mifflin Company.

Students need to read the assigned chapters in the textbook, *Critical issues in special education*. Students are expected to become familiar with the content of the textbook as it addresses most of the course objectives. Answers to the course questions and activities may be found in the textbook as well as in sources from the suggested sources lists. The textbook is only one source of information. No single textbook can address all the objectives in this course. Doctoral students must be able to locate information from other sources and be exposed to different points of view and perspectives than those offered in the textbook.

### **SUGGESTED READINGS**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author

Bartlett, L. D., Weinsenstein, G., R., & Etscheidt, S. (Latest Edition). *Successful inclusion for educational leaders*. Upper Saddle River, NJ: Merrill Publishing

FSEHS/Educational Impact Electronic Textbook; to be purchased at the Educational Impact Web site: <http://www.educationalimpact.com> (Password needed)

Heward, W. L. (2003). *Exceptional children: An introduction to special education* (7th ed.). Englewood Cliffs, NJ: Prentice Hall, Inc.

**Note:** Before purchasing textbooks, first check the following course textbook list for updates: <http://www.campusstores.com/nova/index.asp> for updates.

### **SUGGESTED INTERNET SOURCES**

American Association of the Deaf-Blind. A national consumer advocacy organization for people with combined hearing and vision impairments.  
URL: <http://tr.wose.osshe.edu/dblink/aadb.htm>

Americans with Disabilities Act (ADA). This site contains everything the law.  
URL: <http://www.usdoj.gov/crt/ada/adahoml.html>

Assistive Technology Devices on the Internet. This site provides a complete A-Z listing of manufacturers and devices under different categories.  
URL: <http://www.asel.udel.edu/at-online/devices>

Association for the Severely Handicapped (TASH). An international advocacy association of people with disabilities, their family members, other advocates, and people who work in the disability field. Internet URL: <http://www.tash.org>

Autism Resources on the Internet. This page provides an organized list of resources about autism that are available on the net, and an index of on-line information and resources on the

developmental disabilities of autism and Asperger's Disorder.  
URL: <http://web.syr.edu/~jmwobus/autism/#general>

Autism Society of America (ASA). A National non-profit advocacy organization dedicated to providing information, assistance, support, and advocacy services to individuals with autism and their families. URL: <http://www.autism-society.org>

Blindness Resource Center. This is a very thorough site for the resources dealing with visual impairments, and a good source for other disabilities as well.  
URL: <http://www.nyise.org/blind.htm>

Brain Injury Association, Inc. (BIA). This organization promotes awareness, understanding and prevention of brain injury through education, advocacy and community support services that lead to reduced incidence and improved outcomes of children and adults with brain injuries.  
URL: <http://www.biausa.org>

Council for Exceptional Children. This is a professional organization that advocates for children with disabilities their families. URL: <http://www.cecspec.org>

ERIC Clearinghouse on Teaching and Teacher Education. URL: <http://www.ericsp.org>.

ERIC (the) Document Reproduction Service (EDRS). The world's largest education resource, with over 400,000 documents. URL: <http://edrs.com>.

ERIC Research Digest: Developmentally Appropriate Practice: What Does Research Tell Us. URL: [http://www.ed.gov/databases/ERIC\\_Digests/index/](http://www.ed.gov/databases/ERIC_Digests/index/).

Epilepsy Foundation of America (EFA). A national non-profit voluntary organization that works for people affected by seizures through programs of research, education, advocacy and service.  
URL: <http://www.efa.org>

Federal Resource Center for Special Education. A special education technical assistance project funded by the US Department of Education's Office of Special Education and Rehabilitation Services. URL: <http://dssc.org/frc/index.htm>

Florida Department of Education, Bureau of Instructional Support and Community Services including resources and publications. URL: <http://www.firn.edu/doe/commhome>

Gifted Resources Home Page. This site links to all known online gifted resource enrichment programs. Talent searches, summer programs, mailing lists, and early acceptance programs.  
URL: <http://www.mpls.k12.mn.us/departments/CIT2/resgt.htm>

Hydrocephalus Association. The goal of this association is to ensure that families and individuals dealing with hydrocephalus receive personal support, comprehensive educational materials, and on-going quality medical care.  
URL: <http://neurosurgery.mgh.harvard.edu/ha>

Internet Resources for Special Children (IRSC). A non-profit website that provides parents, educators, medical professionals, and caregivers with information regarding children with disabilities. URL: <http://www.irsc.org>

Internet Special Education resources (ISER). A national directory of professionals who serve the hearing disabled and special education communities. URL: <http://www.iser.com>

Library of Congress National Library Services for the Blind and Physically Handicapped. This national library service provides service provides Braille and recorded books, and magazines and free loan to anyone who cannot read standard print because of visual or physical disabilities. URL: <http://www.loc.gov/nls>

National Association for Gifted Children (NAGC). An organization of parents, educators, other professionals, and community leaders who unite to address the needs of gifted children. URL: <http://www.nagc.org>

National Center for Youth with disabilities. This is an information, resource, and policy center focusing on adolescents with chronic illnesses and disabilities and the issues surrounding their transition to adult life. URL: <http://www.coled.umn.edu/EdPsy?NYCD.html>

National Cerebral Palsy Association. A nationwide network of 153 affiliates working toward the inclusion of persons with disabilities in every facets of society. URL: <http://www.ucpa.org>

National Clearinghouse for Professions in Special Education (NCPSE). This clearinghouse provides information on recruitment, retention, and overall supply of professionals in special education and related professional fields, with a particular focus on individuals with disabilities and those from culturally and linguistically diverse communities. URL: <http://www.cec.sped.org/cl-menu.htm>

National Cystic Fibrosis Foundation. This site promotes research and education in the area of cystic fibrosis. URL: <http://www.cff.org>

National Parent Network on Disabilities. (NPND). A membership advocacy organization open to all agencies, organizations, parent centers, parent groups, professionals, and individuals concerned with the quality of life for people with disabilities. URL: <http://npnd.org>

Office of the Americans with Disabilities Act. This office is responsible for monitoring actions involving Americans with Disabilities Act. URL: <http://doe.gov>

Office of Special Education and Rehabilitative Services (OSERS) supports programs that assist in educating children with special needs, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities. URL: <http://www.ed.gov/offices/OSERS/>

Office of Special Education Programs (OSEP). This Office has primary responsibility for administering programs and projects relating to the free, appropriate public education for all children, youth, and adults with disabilities from birth through age 22.

URL: <http://www.ed.gov>

Pete and Pam Wright's site at is a very comprehensive, parent-friendly site with the law, interpretations, and cases. They also have advocacy material and a newsletter.

URL: <http://www.wrightslaw.com>

Special Education Resources on the Internet. (SERI). This is a collection of internet-accessible information resources of internet to these involved in the fields related to special education.

URL: <http://www.hood.edu/seri/serihome.htm>

Special Education and Related Professional Field. This Web site focuses on individuals with disabilities and those from culturally and linguistically diverse communities.

URL: <http://www.cec.sped.org/cl-menu.htm>

Special Needs and Special Gifts: Articles on effective parent advocacy; understanding your child's special education needs; behavior issues in the schools; making sense of diagnostic test scores; educational tips for the child with ADHD.

URL: <http://www.specialneedsadvocate.com>

## **COURSE ASSIGNMENTS**

### **A. STUDY QUESTIONS FOR THE MODULES**

In week one of the course, students will be given study questions related to the objectives for module #1 to address. The answers to these study questions are due no later than the end of module #1. Then every two weeks students will be given study questions that address the objectives for the related module to help them prepare for the chat sessions online with the instructor. In an online course, the study questions are considered part of the attendance and participation; however, students will be able to earn up to 15 points for their answers to these study questions, or 2 points for each set of questions for the first 7 modules, and 1 point for module #8 study questions in which students are expected to give their overall assessment of the issues addressed in the course.

To earn full credit for the answers to the study questions, students must address all questions fully and extensively and post their assignments on time. No credit will be given for late assignments and answers that do not include at least 4 sources listed in APA style at the end of each question. Students should not wait until the last day to post their assignment in order to avoid computer or Internet problems. These study questions are designed to encourage students to read the chapters in the textbook related to the objectives for the module, and to come to the chat sessions ready to participate in the discussion. Students should not be limited to the textbook when answering these questions. Students are expected to use some of the **Suggested Sources** listed in the syllabus and

other sources from the Internet, and use their knowledge and experience in education when answering these questions.

## **B. WEB ACTIVITIES**

The Internet is making it easier to get information about a variety of subjects from a variety of sources; however, much of this information is questionable or not supported by professional organizations or associations. Educators today need to be able to sift through the many similar websites on a topic and decide if the information on these Web sites is indeed credible and based on research. Therefore, it is very important for you as educators to learn how to navigate through the web, and where to look for useful information on the Internet that will assist you in working with children with disabilities and their families.

The following activities require you to use the Internet to get the information you need to answer the questions raised in these activities. It is important to access credible Web sites, which are developed and supported by professional organizations and associations. This assignment is due at the end of module two and is worth 15 points, or 5 points per activity.

- A. Use the Internet to search for the Annual Report to Congress on the Implementation of IDEA. Compare the percentage of children in your state receiving special education with 2 neighboring states. Your report should address the following questions separately and extensively:
1. What is the percentage of students in your state and the 2 neighboring states receiving special education services?
  2. Why do you think the percentages vary?
  3. What factors might influence prevalence
  4. In what types of classroom (general, resource, separate, residential, etc.) do these students receive their services?
  5. Are minority students and culturally and linguistically different students disproportionately represented in special education in your state?

Possible Web site: <http://www.ed.gov/offices/OSERS/OSEP/OSEP99AnlRpt>

- B. Use the Internet to search for career opportunities in the field of special education. Your report should address the following questions: separately and extensively:
1. What careers are available to those interested in working with students with disabilities and their families?
  2. What do these career paths involve?
  3. What training is required?
  4. Where might you go to school in your state to be prepared for some of these jobs?

Possible Web site: <http://www.specialedcareers.org/>

- C. Develop a resource folder for the parents of a child who has a particular disability. (you select the disability). This is a folder that you will give the parents of this child after your meeting to share with them the test results that indicate that their child has this disability. This is a folder that you would like to have and would like the principal to hand you if you had a child with this disability.

Search the Internet for information and resources related to this disability. List at least 10 Web sites (local, state, and national Web sites) that can provide the parents of this child with valuable information about their child's disability, and describe their content and the services and information they provide. Give instructions to these parents on how to use this folder and the information in it.

Visiting the NICHY Web site might be a useful place to begin:

<http://www.nichy.org>

### C. REVIEW OF RESEARCH ARTICLE

The research article must be related to any area of exceptionality in IDEA and to any of the course objectives. As school administrators, your research article must be an experimental study, and may be related, but not limited to the following topics: School reforms, funding, accountability, testing, teacher-training, personnel selection, parental involvement, home-schooling, Charter Schools, discipline, funding, etc. Any topic you select needs to be related to special education and students with disabilities.

The research article cannot be a review of the literature; it must be a review of a recent study (within the last three years), experimental in nature, with results and conclusions. The typical experimental research design in education involves subjects who are randomly assigned to the experimental and control groups. The experimental group is given the experimental treatment, and both groups are given a post-test that measures the dependent variable. The subjects of your studies may be students with disabilities, parents of children with disabilities, special education teachers, paraprofessionals, or school administrators involved in special education.

Students must send their article approved by the instructor before starting to write about it. Students must e-mail their instructor the abstract of the study for approval. If students have any questions regarding the kind of research article to review, they must speak with or e-mail their instructor. A photocopy of the article must be submitted with the review. Students must use the format provided in **Attachment # 1** in this syllabus exactly when writing their review. This review must be five to seven pages in length, with only one or two pages devoted to the summary of the article and the rest to the students' critique and overall assessment of the study.

Students are expected to summarize the article in one or two pages, and spend three to five pages describing what they liked or not about the study. Also, what did they think about the selection of the Subjects? What did they think about the procedures? How would they conduct this

study if they had the chance? What would they do differently if they had the chance to conduct this study? What implications would the results of this study have for them or their students?

Students should start looking for an appropriate article to review as soon as the course starts. The article review is due at the end of module four and is worth 15 points.

This assignment will be graded according to the grade distribution in **Attachment #1**. Therefore, for students to get a passing grade on their review, their work needs to show superior graduate quality not only in content, but also in verbal expression, attention to detail, and correct application of the conventions of English language. Students' sentence structure, their word choice, as well as their use of spelling, capitalization, and punctuation will also be evaluated.

To use any of these Off-Campus Library Services, students must call 1-800-541-6682, extension 4613. Students can also contact the library via e-mail at [library@nova.edu](mailto:library@nova.edu) or by using the World Wide Web at <http://www.nova.edu/library>. Nova Southeastern University students are entitled to an NSU computer account and the software needed to access their account.

The following is a partial list of professional journals related to students with disabilities:

**SUGGESTED LIST OF PROFESSIONAL JOURNALS:**

- *American Annals of the Deaf*
- *American Journal of Diseases of Children*
- *American Journal of Mental Retardation*
- *Child Development*
- *Behavior Disorders*
- *Developmental Psychology*
- *Education and Training in Mental Retardation*
- *Education of the Visually Handicapped*
- *Educational Leadership*
- *Exceptional Children*
- *Gifted Child Quarterly*
- *Gifted Child Today*
- *Human Development*
- *International Journal of Educational Research*
- *Journal of Abnormal Child Psychology*
- *Journal of Applied Behavior Analysis*
- *Journal of Blindness and Visual Impairments*
- *Journal of Childhood Communication Disorders*
- *Journal of Early Intervention*
- *Journal of Educational Psychology*
- *Journal of Learning Disabilities*
- *Journal of Research on Technology in Education*
- *Journal of Special Education*
- *Journal of Speech and Hearing Disorders*
- *Journal of Staff Development*

- *Learning Disabilities Focus*
- *Learning Disabilities Quarterly*
- *Mental Retardation*
- *Remedial and Special Education*
- *School Psychology Review*
- *Teaching Exceptional Children*
- *Topics in Early Childhood Special Education*

**D. FIELD EXPERIENCE/INTERVIEW**

Students should make an appointment to meet with and shadow the director of special education in their school district or in the next district if they are very familiar with special education in their school district, and ask the following questions to learn about the state of special education in the district. Please ask the question and record or summarize the director's answers. The following questions are the minimum questions that students need to ask this special education administrator. Most of this information you seek is public information. Please ask him/her any additional questions that will provide you with more information about the way special education is organized in the school district, and the services that are provided to children with disabilities in the district. Please address the questions separately and extensively

1. Date and length of time of the interview
2. The name of the person and his/her position in the school district
3. Brief background information about the person
4. Brief background information about the school district, including the total number of students in general education and the number of student in special education programs. What is the percentage of special education students in the district?
5. The types of students and disabilities addressed in the district. How many students are served in each special education category?
6. What is the level of funding per child in general education and in special education in the district?
7. How many of these children are served in the regular program, and how many are in self-contained and special classes?
8. How many special education schools or centers does the district have?
9. How does the school district deal with bilingual students with disabilities? Does the school district have bilingual special education programs?
10. Does the district have enough qualified special education teachers to meet the needs of the district? What is the district doing about out-of-field teachers in special education? What in-service training in special education is available to these

teachers? Does the district have a partnership with a local college or university to offer training programs and courses to these out-of-field teachers?

11. What are some of the main concerns that this special education administrator has about the state of special education in his/her district?
12. What are your overall impressions about the state of special education in your district following this interview? What did you learn as a result of this interview that you did not know before?
13. Final observations and comments. What did you learn from this experience? How valuable was this experience for you?

This report must be between seven to ten pages in length. Students must spend a minimum of four hours interviewing this special education school director and shadowing and observing him/her doing his/her job and going about his/her normal day. This assignment is due at the end of module six and is worth 10 points.

#### **E. RESEARCH PAPER**

The research paper will be an in-depth analysis of a controversial issue related to one of the special education topics: School reforms, funding, accountability, testing, teacher-training, personnel selection, parental involvement, home-schooling, Charter schools, discipline, and funding,. This paper needs to go beyond laws, definitions, and causes and contributing factors of a certain disability. Students need to delve into a controversial issue in special education and explore all of its sides and aspects and come up with their own conclusion after conducting a review of the literature about it. The objective of this assignment is more than merely summarizing what already exists on Web sites or textbooks. Students need to find a critical issue in special education and look at both sides of the argument and come up with their own findings.

Students need to identify an issue to research, and send an abstract and outline of the topic early in the course to their instructor for approval. Students may not start writing their research paper until their outline has been discussed with and approved by the instructor. The paper should be 20 to 25 pages in length with 15 to 20 references.

The research paper should address every aspect of the topic, and should contain an introduction and a conclusion. Students must address every aspect of the topic and use recent research evidence from books other than textbooks, and from articles, and professional Web sites to support their arguments and conclusions. This research paper will be graded according to the **General Rubric for Written Assignments in Attachment #2**. This assignment is due at the end of module eight and is worth 25 points.

#### **F. FINAL EXAMINATION**

At the end of the course, students will receive a final examination by e-mail, which they need to complete within two days and e-mail it back to the instructor. The final examination will

consist of 11 true/false questions worth 1 point each, and 3 essay questions worth 3 points each, for a total of 20 points.

## COURSE POLICIES

### **A. Attendance:**

- Students are required to attend EVERY class session.

### **B. Plagiarism Policy**

- Work that is submitted for credit must be the original work of the student.
- Assignments that are not the original work of the student are considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility.
- Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author).
- Plagiarism also occurs when giving or allowing one's own work to be copied or otherwise duplicated. Additional information pertaining to original work/plagiarism and the Code of Student Conduct and Academic Responsibility can be found in the Fischler Graduate School of Education and Human Services catalog at [ <http://www.schoolofed.nova.edu/catalog/10policies.pdf> ]

### **C. Americans With Disabilities Act (ADA) [ <http://www.usdoj.gov/crt/ada/adahom1.htm> ]**

- Nova Southeastern University provides reasonable accommodations for students with documented disabilities.
- If you have a disability for which you believe you require accommodations, please contact Dr. Mark Seldine [seldines@nova.edu] or telephone (954) 262-8617 or 1-800-338-4723, Ext. 8617.
- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file in the FSEHS Office of Student Judicial Affairs a minimum of four (4) weeks prior to the commencement of classes for any give semester.

### **D. Professional Organizations and Standards**

- Sunshine State Standards <http://www.firn.edu/doe/curric/prek12/frame2.htm>
- National Council for Teacher Education Standards <http://www.ncte.org/standards/thelist.html>
- National Professional Board Standards [ <http://www.nbpts.org/> ]
- Council for Exceptional Children [ <http://www.cec.sped.org> ]
- Florida Department of Education [ <http://www.firn.edu/doe/doehome.htm> ]

## GRADING SYSTEM

The course evaluation and final grade will be based on the students' attendance of the chat sessions, on class participation, and on the satisfactory completion of the course assignments. These assignments will be evaluated according to the **General Rubric for Written Assignments in Attachment # 2** in this syllabus.

All assignments must be written and typed following the guidelines in the *Publication manual of the American Psychological Association* (APA manual), and must be written at a doctoral level, with good sentence structure and good syntax. Students must also adhere to the professional guidelines for the use of copyrighted literature and commercially produced materials, as well as materials generated by colleagues and friends and information collected from conferences and presentations. The inappropriate use of materials can result in expulsion from the Program

All assignments must be organized and numbered the way they are in the course syllabus. An assignment cover sheet should accompany each assignment, including name, telephone and NSU identification number; the number and title of the course, the name of the instructor; and the date the assignment is due and submitted. Students must include a copy of the assignment cover sheet provided in **Attachment # 3** in this syllabus with each assignment.

The course assignments must be submitted to the instructor on time and on the days specified in the syllabus. **Students are advised to make and keep copies of their assignments before turning them in.** Any assignment submitted after the specified due date will not be accepted.

**Students must attend all chat sessions. Absence from any of these chat sessions is not permitted without a compelling reason and prior notification and arrangement with the instructor. If an extreme emergency arises, students must notify their instructor, in advance if possible, or immediately afterwards. The session missed must be made up by completing formal written responses to all activities related to that particular session, and by doing an extra research paper addressing one of the objectives of the session missed. This assignment must be approved by the instructor in advance. Credit will not be granted in the course if more than one session is missed for any reason.**

Students must keep copies of all their assignments. If students want any of their assignments returned to them with the instructor's comments, they **must** include a large self-addressed, stamped envelope with each assignment. If they simply want verbal feedback on their assignments, they **must** contact their instructor. **Unclaimed papers will be discarded one semester after the end of the course.**

**The final grade of 100 points will be assigned as follows:**

**15 points** in total will be given for the answers to the study questions (2 points for each of the 7 modules and 1 point for module #8 (**Course assignment A**)).

**15 points** will be given for the **Web Activities** (5 points for each activity), due at the end of module two (**course assignment B**).

**15 points** will be for the review of the **Review of Research Article**, due at the end of module four (**course assignment C**).

**10 points** will be given for the report on the **Field Experience/Interview**, due at the end of module six (**course assignment D**).

**25 points** will be given for the **Research Paper**, due at the end of module eight (**course assignment E**).

**20 points** will be for the **Final Examination** (**course assignment F**).

**GRADING POLICY**

<b>GRADE</b>			<b>QUALITY</b>	<b>POINT</b>
90 - 100	➔	<b>A</b>	Excellent Achievement	4.0
86 - 90	➔	<b>B+</b>	Good Achievement	3.5
80 - 85	➔	<b>B</b>	Good Achievement	3.0
Below 80	➔	<b>F</b>	Failing	0.0

**Note: In order to pass this doctoral-level course, students need to get at least a total of 80 out of 100 points on their assignments.**

## ATTACHMENT # 1

### FORMAT FOR THE REVIEW OF THE RESEARCH ARTICLE

1. **THE ARTICLE CITED IN APA STYLE** (1/2 point)

2. **NATURE OF THE PROBLEM** (1/2 points)

Briefly report on the nature of the question or hypotheses posed by the author(s). State the problem in your own words.

3. **SUBJECTS** (1 point)

Give the special characteristics of the group under study by age, sex, socioeconomic status. Also, describe briefly the nature of the exceptionality of the subjects and how it was determined.

4. **PROCEDURES** (1 points)

Explain briefly how the researcher(s) conducted the study. What instruction or intervention took place? How was the experiment conducted? What special techniques or materials were used?

5. **RESULTS, CONCLUSIONS, AND IMPLICATIONS** (2 points)

Data are usually presented in a graph or table format. Summarize briefly the results of this study as reported by the experimenter(s).

**Note:** These 5 points can only be earned if the study is an experimental study, if it is within the last 3 years, if it is from a professional journal, and if the subjects of the study are students identified as having a disability under IDEA.

6. **YOUR OVERALL ASSESSMENT OF THE RESEARCH ARTICLE** (10 points)

**This is the most important part of your report as it relates to your own evaluation and critique of the study.** Your evaluation of the study must address the following questions separately:

- a. What did you think about this study? Did you like it (or not like it), and why? (1 point)
- b. What did you think of the procedures used in this study? Are they clear? (2 points)
- c. What did you think about the selection and the involvement of the subjects in this study? (2 points)
- d. What would you do differently in this study? How would conduct this study if you

- had the chance? Give specific suggestions and steps to take. (2 points)
- e. How would you use the results of this study to benefit your students, or to improve your teaching? What implications do these results have for you or your students? (2 points)
  - f. Was the study successful? Why or why not? (1 point)

**ATTACHMENT # 2**

**GENERAL RUBRIC FOR WRITTEN ASSIGNMENT**

<p align="center"><b>Development</b> ~ <b>Thesis</b> ~ <b>Content</b> ~ <b>Ideas</b>  <b>60%</b></p>	<p align="center"><b><u>Focus (thesis, purpose or controlling concept) (20 points)</u></b></p> <ul style="list-style-type: none"> <li>• Clear, articulate and insightful</li> <li>• Fully realized (carefully and deliberately treated from start to finish)</li> <li>• Thorough and complete</li> <li>• Develops from simple to complex and from general to specific</li> <li>• Word choice and rhetoric are carefully selected to convey precise meaning</li> </ul>
	<p align="center"><b><u>Textual paragraphs (20 points)</u></b></p> <ul style="list-style-type: none"> <li>• Variety of relevant facts</li> <li>• Rich supporting details, examples, illustrations</li> <li>• Well-reasoned argument, observations, personal experiences</li> <li>• References to related readings and sources</li> <li>• Content that goes beneath the surface and some risk taking is evident where appropriate</li> </ul>
	<p align="center"><b><u>Written product (20 points)</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates purposeful and specific attention to audience</li> <li>• Tense and voice are consistent</li> <li>• Maintains purpose</li> <li>• Presents sentences in a variety of styles or sophisticated patterns</li> </ul>
<p align="center"><b>Organization</b>  <b>20%</b></p>	<p align="center"><b><u>Product (5 points)</u></b></p> <ul style="list-style-type: none"> <li>• Maintains clear, logical and inventive organizations of concepts and ideas, where same are easily seen to connect and relate to each other</li> </ul>
	<p align="center"><b><u>Introduction and summary/conclusion (5 points)</u></b></p> <ul style="list-style-type: none"> <li>• Powerful, but not redundant</li> </ul>
	<p align="center"><b><u>Paragraphs (10 points)</u></b></p> <ul style="list-style-type: none"> <li>• Focused and include supporting evidence</li> <li>• Sentences contain or manifest effective transitions</li> <li>• Lead to smooth flow/movement as the content builds throughout the essay</li> <li>• Reflect a sense of order to the content presentation, which results in a coherent, seamless flow or ideas as individual elements are knit together smoothly</li> </ul>
<p align="center"><b>Mechanics</b>  <b>20%</b></p>	<p align="center"><b><u>Form and style (10 points)</u></b></p> <ul style="list-style-type: none"> <li>• Follows APA standards</li> <li>• Assignment completed as defined by the instructor</li> </ul>
	<p align="center"><b><u>Structural integrity (10 points)</u></b></p> <ul style="list-style-type: none"> <li>• Correct application of English language conventions (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure)</li> </ul>

ATTACHMENT # 3

NOVA SOUTHEASTERN UNIVERSITY  
FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

DOCTOR OF EDUCATION PROGRAM

ASSIGNMENT COVER SHEET

=====FOR USE BY THE STUDENT=====

*PLEASE COMPLETE AND ATTACH A COPY OF THIS ASSIGNMENT COVER SHEET WITH EACH ASSIGNMENT. IN SUBMITTING YOUR NAME AND E-MAIL IDENTIFICATION BELOW, YOU ATTEST THAT ALL WORK SUBMITTED FOR THIS COURSE IS YOUR WORK ALONE. YOU ALSO ATTEST THAT YOU COMPLETED THIS ASSIGNMENT WITHOUT ASSISTANCE AND IN COMPLIANCE WITH THE ACADEMIC STANDARDS EXPLAINED IN THE NSU CATALOG.*

NAME OF STUDENT: \_\_\_\_\_ NSU ID #: \_\_\_\_\_

TELEPHONE NUMBER (H): \_\_\_\_\_ (W): \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

NSU E-MAIL ADDRESS: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

COURSE NUMBER AND TITLE: \_\_\_\_\_

NAME OF INSTRUCTOR: \_\_\_\_\_

TITLE AND NUMBER OF THE ASSIGNMENT: \_\_\_\_\_

DUE DATE: \_\_\_\_\_ DATE SUBMITTED: \_\_\_\_\_

=====FOR USE BY THE INSTRUCTOR=====

COMMENTS: \_\_\_\_\_

GRADE: \_\_\_\_\_