Eastern Illinois University  
**New Course Proposal**  
EDU 5400A, Special Issues (Arr.-Arr.-2)  
EDU 5400B, Special Issues (Arr.-Arr.-3)

1. **Catalog Description**
   a. Course number: 5400 (To be courses provided with varying prefixes: EDU/CSD/EDA/ELE/MLE/SPE/STG/SED)
   b. Title: Special Issues: Contemporary Approaches to Best Practice
   c. Credit: 2 to 3 semester hours
   d. F, S, Su
   e. Short Title: SPECIAL ISSUES
   f. Course Description: A study of special issues in education designed to help educators relate research to practice. May be repeated for credit.
   g. Graduate standing

2. **Outline of Topics**
   See attached example for proposed special topics course using the Special Education prefix.

3. **Implementation**
   a. The SPECIAL ISSUES courses will be assigned to faculty with expertise in the area.
   b. Texts: No single text can be identified which approaches the course content as envisioned. Portions of texts together with articles gleaned from contemporary journals and other sources would be identified as each topic and the related research emerges.

   Supplementary materials: Current professional journals and other resource materials.

c. Special projects and costs: With appropriate approval additional cost may be necessary depending on the topic.

d. Term to be first offered: Summer 2001 and thereafter-on demand.

4. **Rationale**
   a. Purpose and Need: The staff development of inservice educators (teachers, special educators, principals, counselors, etc.) requires coursework at the post bachelor's degree level to enhance the repertoire of effective instructional approaches to increase the academic and social growth of all learners in the educational setting. A special topics course can provide an in-depth study of an issue and provide educators practice in application of the related research. As the mission of Eastern Illinois University continues to include the preparation and development of educators, this special topics coursework will enhance the competencies of master teachers to work with the children and youth of Illinois and the nation.

   b. Justification of Course Level and Prerequisites:
      This issues course will provide an in-depth study and application of current and emerging research on a critical area of practice. This course is designed to be a
part of a sequence of courses provided to educators, who are individuals who have initial and standard licensure to teach, and are preparing to seek a Master license through the State of Illinois and the National Board for Professional Teaching Standards (NBPTS).

c. **Similarity to Existing Courses:**
   This course will not duplicate any existing course at Eastern Illinois University.

d. **Required or Elective:**
   This course will apply as an elective for the inservice professional in education.

5. **Community College Transfer:**
   A community college course will not be judged equivalent to this course.

6. **Date approved by the Department Curriculum Committees of the involved departments:**
   - CSD 9/13/2000
   - EDA 9/12/2000
   - ECE/ELE/MLE 9/6/2000
   - SPE 9/6/2000
   - STG
   - SED 8/31/2000

7. **Date approved by the College of Education and Professional Studies Curriculum Committee:** 9/25/00

8. **Date approved by the Council on Graduate Studies:** 10/17/00
SPE 5400: Special Issue—Collaboration and Consultation in Special Education (2-0-2)

Course Outline

I. Course Introduction (100 min.)
   A. Scope of content
   B. Course requirements

II. Introductory Concepts in Consultation (200 min.)
   A. Definition of Consultation
   B. Characteristics of Consultation

III. Legal Basis for Consultation in Special Education (200 min.)
   A. Multidisciplinary Team Requirements of P.L. 105-17
   B. Least Restrictive Environment Provision of P.L. 105-17
   C. Place of consultation in Cascade Model of Special Education Services

IV. Philosophical Basis for Consultation in Special Education (250 min.)
   A. Inclusion
   B. Regular Education Initiative
   C. Societal Attitudes and Trends
   D. School Trends and Developments

V. Behavioral Consultation in Special Education (200 min.)
   A. Definition
   B. Characteristics
   C. Strengths/Weaknesses
   D. Application in Special Education

VI. Organizational Consultation in Special Education (100 min.)
   A. Definition
   B. Characteristics
   C. Strengths/Weaknesses
   D. Application in Special Education

VII. Collaborative Consultation in Special Education (150 min.)
   A. Definition
   B. Characteristics
   C. Strengths/Weaknesses
   D. Application in Special Education

VIII. Teams in Special Education (300 min.)
   A. Multidisciplinary Teams
      1. Definition
      2. Characteristics
      3. Strengths/Weaknesses in practice
      4. Application in Special Education
      5. Relationship to Consultation
   B. Prereferral Intervention Teams
1. Definition and types  
   a. Teacher assistance teams  
   b. Prereferral intervention system  
   c. Others  

2. Characteristics  

3. Strengths/Weaknesses  

4. Application in Special Education  

5. Relationship to consultation  

C. Other Types of Teams  

1. Definitions and types  
   a. Teaching teams and variations  
   b. Grade-level teams  
   c. School-wide teams  
   d. Peer coaching teams  

2. Characteristics of each type  

3. Strengths/Weaknesses of each type  

4. Application in Special Education  

5. Relationship to Consultation  

**Course Evaluation and Course Requirements**  

1. **Readings:** Each student is responsible for the information contained in the readings for the course. Article reviews are required weekly and must follow instructor provided format.  

2. **In class participation points:** Points may be earned at various class sessions for participation exercises. If missed due to unexcused absence (to be explained later), these points cannot be made up.  

3. **Exam:** Each student will complete one exam which may include a combination of multiple choice, true-false, matching, short-answer, and/or essay items.  

4. **Simulation of Consultation Model:** Each student, in pairs or teams, will participate in an in-class simulation of a consultation or team situation that might occur in the public schools.  

**References**  


