

COURSE ID: SPED 2000
INSTRUCTOR: Everitt, Kittie
SEMESTER: Spring 2003

DEPARTMENT OF SPECIAL EDUCATION
SPED 2000 B SURVEY OF SPECIAL EDUCATION
3 CREDIT HOURS

REQUIRED TEXTBOOK: Hallahan, D., & Kauffman, J. (1998) Exceptional Learners: Introductions to Special Education 8th Edition Allyn and Bacon

OPTIONAL PACKET: Available @ Bel-Jean Copying Center 163 E. Broad Street

COURSE DESCRIPTION:

COURSE DESCRIPTION: Introduction to major issues in the field of special education. Emphasis is placed on understanding the characteristics and etiologies of individuals with diverse needs and on identifying the qualities of home, school and community environments that support these individuals in achieving their potential. Public school observation in programs for students with disabilities is required. This course serves as a prerequisite to all other special education courses. This course also provides information that links it to the College of Education=s Conceptual Framework. That is, this course aspires to prepare exemplary, reflective practitioners to serve a global community.

COURSE OBJECTIVES: The following topics that provide a structure for this course are identified by the Council for Exceptional Children and also Georgia House Bill 671 as critical content knowledge and skills for pre-service teachers.

THE LAW

THE LAW _ History of Special Education Law:

Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds.

(CC1: K3)

– Due Process:

3. Assurances and due process rights related to assessment, eligibility and placement. (CC1:K4)
4. Typical procedures used for screening, pre-referral, referral, and classification. (CC3:K3)

– Trends and Issues:

6. Models theories and philosophies that provide the basis for special education practice. (CC1:K1)
7. Articulates personal philosophy of special education including its relationship to / with regular education. (CC1:S1)
8. Laws, policies,, and ethical principles regarding behavior management planning and implementation. (CC6: K1)
9. Articulate the pros and cons of current issues and trends in the education of individuals with disabilities.

– Cultural Diversity:

11. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)

12. Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse / neglect, and substance abuse. (CC2:K5)
13. Cultural perspectives influencing the relationship among family, schools, and communities as related to effective instruction. (CC4:K4)
14. Strategies for preparing individuals to live harmoniously in a culturally diverse world. (CC6:K5)
15. Personal cultural biases and differences that affect one=s teaching. (CC8:K2)

CHARACTERISTICS

CHARACTERISTICS Attitudes toward Disabilities

17. Ways specific cultures are negatively stereotyped. (CC1:K7)
18. Ethical considerations inherent in behavior management. (CC6:K1)
19. Personal cultural biases and differences that affect one=s teaching. (CC8:K2)
20. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC8:K3)

Eligibility decisions

22. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)
23. Screening, pre-referral, referral, and classification procedures. (CC3:K3)
24. Effects an exceptional condition(s) may have on an individual=s life. (CC2:K4)
25. Educational implications of characteristics of various exceptionalities. (CC2:K3)

Placement and service delivery

27. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1:K4)

INSTRUCTIONAL ADAPTATIONS

INSTRUCTIONAL ADAPTATIONS Classroom Organization

29. Demands of various learning environments. (CC4:K2)
30. General and special curricula for individuals with exceptional learning needs. (CC4:K3)
31. Modify the learning environment (schedule B physical arrangement) to manage inappropriate behaviors. (CC6:S3)
32. Prepare and organize materials to implement daily lesson plans. (CC5:S1)

Behavior management

34. Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC6:K1)
35. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC6:K2)
36. Strategies for crisis prevention and intervention. (CC6:K4)

Accommodations and modifications:

38. Educational implications of characteristics of various exceptionalities. (CC2:K3)
39. Modify the learning environment to manage inappropriate behaviors. (CC6:S3)

Competencies Competencies	Activities Activities	Evaluation Evaluation
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29	Actively participate in class Discussion and activities	Evaluation will be judged according to the thorough- ness and thoughtfulness of responses.
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24 25, 26, 27, 28, 29,	Complete assigned readings	Knowledge of assigned readings evaluated by participation in class discussions and by successful completion of periodic examinations.
18, 19, 21, 22, 26	Participate in a learning disability simulation	Students will be present to participate in simulation of learning problems relating to listening, writing, mathematics, reasoning, speaking and reading
22, 23, 24, 28	Lesson Plan	Appropriate instructional methods and procedures. Assessment procedures match content and objectives. Inclusion of modifications.

Specific activities addressing competencies:

- Participation in class discussion and activities. Students are expected to attend and participate. Whole class discussion is encouraged, and expected. Periodically small groups are formed to focus on particular topics (usually current trends and issues) and reports from these small groups are presented during class.
- Complete assigned readings: Students are expected to complete readings from the text, and supplementary materials.
- Complete 3 examinations and 1 final examination: The examinations will be periodic and will cover material through objective and subjective questioning.
- Participation in a learning disability simulation: Students will participate in activities that will simulate learning problems typically displayed by individuals with specific learning disabilities including: auditory processing, written expression, math computation, math reasoning, verbal expression and reading.

- Lesson Plan: Students are expected to develop appropriate lesson plans for students with mild / moderate disabilities. Lesson plan forms must specify the subject, topic, objectives, instructional procedure, and evaluation procedure. It must include modifications that would be appropriate for the particular lesson. It must also include a visual, auditory, or tactile teaching aid. The lesson must be taught to a small group of peers in the class setting. The lesson will be evaluated by the instructor. Peer groups will document the presence / absence of participant, and also the inclusion of all components of the lesson.

GENERAL INFORMATION:

- You are expected to attend class daily and be present for every discussion / activity. If you miss a class, it is your responsibility to get the information presented in class. I will spot check attendance 10 times during the semester by having you sign in. Each time you are present to sign in, one point will be added to your lowest test grade (not including the final) I do not round up@ grades.
- You will be expected to participate in discussion sessions and in-class activities.
- The format of the tests can vary. They may or may not be scantron. Grades will be posted outside the classroom as soon as they are available.
- It is sometimes necessary to remind a very few students that everyone in this class is expected to do their own work. Students who choose to violate the standards of ethical conduct will be dealt with as outlined in A Culture of Honesty: Policies and Procedures on Academic Honesty, distributed by UGA.
- If you have a request for services based on a documented disability, notify me by the second class with documented information, and I will make arrangements for these services.

GRADES WILL BE ASSIGNED ON THE FOLLOWING SCALE:

- THREE TESTS: POSSIBLE 100 POINTS EACH 10 POSSIBLE ATTENDANCE POINTS
 - LESSON PLAN: 50 POINTS B PRESENTATION: 50 POINTS
 - FINAL EXAM: COUNTS AS 2 TEST GRADES
- POINTS WILL BE TOTALED AND AVERAGED. A-90/100 B-80/89 C-70/79 D-65/69 F- BELOW 65*
I do not round B up@ grades.

TEST / ABSENCES **TEST / ABSENCES**

- If you have an excused absence on the day of a test, you will be able to make up the test within 7 calendar days at an agreed upon time. The make-up test will be constructed in an alternate format (all discussion questions). If you miss a test, and fail to provide a documented excuse within 5 calendar days following the test, you will not be allowed to make up the test and will receive a zero for that particular test.
- Students who have three final examinations scheduled within a calendar day, or two final examinations at the same time, may petition me to schedule the SPED 2000 exam to different time of day.
- On examination days, no students will be admitted to the classroom after the first person to finish the examination has left the room. You are expected to be on time for all exams.
- On completion of the grading of the examinations, the exams will be made available to the students and the content of the exams will be gone over in the classroom. Students will feel free to take notes on the

exam during the class time. The exams will be returned to the instructor at the end of the class period.

This schedule is intended as a guide and is subject to change.

August 17	Review of Syllabus
August 20 B 24	Chapter # 1 Exceptionality and Special Education
August 27 B 31	Chapter # 1 Exceptionality and Special Education
September 3 B 7 (Labor day holiday B September 3 rd)	Chapter # 2 Current Trends and Issues
September 10 B 14 *September 14 B test over chapter 1,2, 3	Chapter # 3 Multicultural and Bilingual Aspects of Special Education
September 17 B 21	Chapter # 4 Mental Retardation (Intellectual Disability)
September 24 B 28 September 24 learning disability September 24 learning disability simulation	Chapter # 5 Learning Disability
October 1 B 5	Chapter # 5 Learning Disability
October 8 B 12 Mid-point of semester B Oct 9 *October 12 B test over chapters 4,5,6 *October 12 test over chapters 4,5,6	Chapter # 6 Attention Deficit Hyperactivity Disorder
October 15 B 19	Chapter # 7 Emotional or Behavior Disorders
October 22 B 24 (Fall break B 25 B 26)	Chapter # 9 Hearing Impairment
October 29 B November 2 *November 2 test over chapters 7,9 10 *November 2 test over chapters 7,9 10	Chapter # 10 Visual Impairment
November 5 B 9 Individual help with lesson plans Individual help with lesson plans	Chapter # 8 Communication Disorders

November 12 B 16 November 12 B lesson plans due November 12 lesson plans due	Chapter # 11 Physical Disabilities
November 19 Presentation of lesson Presentation of lesson (Thanksgiving Holidays)	
November 26 B 30	Chapter # 13 Parents and Families
December 3 B 5 December 7 th B Reading Day	Discussion of current issues
December 10 B FINAL EXAMINATION December 10 FINAL EXAMINATION 8:00 B 11:00	Covers chapters 8, 11, 13 plus select Vocabulary, myth facts from previously tested chapters.

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