

DEPARTMENT OF SPECIAL EDUCATION
SPED 2000 – SURVEY OF SPECIAL EDUCATION
3 CREDIT HOURS – SPRING 2006

REQUIRED TEXTBOOK: Hallahan, D., & Kauffman, J. (2006) Exceptional Learners: Introductions to Special Education 10th Edition Allyn and Bacon

OPTIONAL PACKET: Available @ Bel-Jean Copying Center 163 E. Broad Street
This packet will also be on reserve in the Curriculum Materials Center on the second floor in Aderhold Hall. If you do not choose to buy the packet, you may access the material contained in the packet there. The material in the packet will be presented in class lectures.

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. 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

- 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:
 1. Assurances and due process rights related to assessment, eligibility and placement. (CC1:K4)
 2. Typical procedures used for screening, pre-referral, referral, and classification. (CC3:K3)
- Trends and Issues:
 3. Models theories and philosophies that provide the basis for special education practice. (CC1:K1)
 4. Articulates personal philosophy of special education including its relationship to / with regular education. (CC1:S1)
 5. Laws, policies,, and ethical principles regarding behavior management planning and implementation. (CC6: K1)
 6. Articulate the pros and cons of current issues and trends in the education of individuals with disabilities.
- Cultural Diversity:
 7. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)
 8. 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)
 9. Cultural perspectives influencing the relationship among family, schools, and communities as related to effective instruction. (CC4:K4)

10. Strategies for preparing individuals to live harmoniously in a culturally diverse world. (CC6:K5)
11. Personal cultural biases and differences that affect one's teaching. (CC8:K2)

CHARACTERISTICS

- Attitudes toward Disabilities
 12. Ways specific cultures are negatively stereotyped. (CC1:K7)
 13. Ethical considerations inherent in behavior management. (CC6:K1)
 14. Personal cultural biases and differences that affect one's teaching. (CC8:K2)
 15. Importance of the teacher serving as a model for individuals with exceptional learning needs. (CC8:K3)
- Eligibility decisions
 16. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)
 17. Screening, pre-referral, referral, and classification procedures. (CC3:K3)
 18. Effects an exceptional condition(s) may have on an individual's life. (CC2:K4)
 19. Educational implications of characteristics of various exceptionalities. (CC2:K3)
- Placement and service delivery
 20. Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1:K4)

INSTRUCTIONAL ADAPTATIONS

- Classroom Organization
 21. Demands of various learning environments. (CC4:K2)
 22. General and special curricula for individuals with exceptional learning needs. (CC4:K3)
 23. Modify the learning environment (schedule – physical arrangement) to manage inappropriate behaviors. (CC6:S3)
 24. Prepare and organize materials to implement daily lesson plans. (CC5:S1)
- Behavior management
 25. Laws, policies, and ethical principles regarding behavior management planning and implementation. (CC6:K1)
 26. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. (CC6:K2)
 27. Strategies for crisis prevention and intervention. (CC6:K4)
- Accommodations and modifications:
 28. Educational implications of characteristics of various exceptionalities. (CC2:K3)
 29. Modify the learning environment to manage inappropriate behaviors. (CC6:S3)

Competencies	Activities	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 thoroughness 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 learning disability simulations	Students will be present to participate in simulation of learning problems relating to listening, writing, mathematics, reasoning, speaking and reading
22, 23, 24, 28	Reaction to film / book Relating to individuals with disabilities	Students will respond in writing to a particular film / book relating to individuals with disabilities. They will react by correlating information relating to specific topics that are emphasized in the course to the content of the film.

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 hot topics in special education) and reactions from these small groups are presented during class.
- Complete assigned readings: Students are expected to complete readings prior to correlating lecture.
- Complete 3 examinations and 1 final examination: The examinations will be periodic and will cover material through objective and / or subjective questioning.
- Participation in learning disability simulations: 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.
- Film / Book Reaction: Students will choose one film / book whose content focuses on an individual with a particular disability. They will respond in writing to particular requirements that correlate with information that has been presented in classroom lectures and in the content of the text to the content of the film or book. These particular areas include: specific psychological and behavioral characteristics of the individual, the etiology of the disability (if known), the reactions of the others (excluding family members) in the film / book to the person with the disability, the type of family support for the person with the disability, and how the individual would be taught and type of behavioral support in provided in the classroom environment. (More specific guidelines will be provided)

GENERAL INFORMATION:

- Students are expected to attend class daily and be present for every discussion / activity. If a class is missed, it is the responsibility of the student to get the information presented in class. Attendance will be spot checked 10 times during the semester by signing in. Each time a student is present to sign in, one point will be added to the lowest test grade (not including the final) I do not “round up” grades. **The fact that attendance is not recorded each class period should not be interpreted to mean that attendance is not a serious issue that should be taken into consideration for maximum success in completion of the class.** There will be material presented during class lectures that will be included in the periodic tests that will not be included in the book or the Bel-Jean packet. You will be held responsible for this material.
- Students are expected to participate in discussion sessions and in-class activities.
- The format of the tests can vary. They may or may not be scantron graded. 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
 - REACTION PAPER – POSSIBLE 100 POINTS
 - FINAL EXAM: COUNTS AS 2 TEST GRADES (200 POINTS)
- 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 – up” grades.

TEST / ABSENCES

- If a student has an excused absence on the day of a test, it will be possible 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 a test is missed, and the student fails to provide a documented excuse within 5 calendar days following the test, the student will not be allowed to make up the test and will receive a zero for that particular test.
- A students who has three final examinations scheduled within a calendar day, or two final examinations at the same time, may petition to schedule the SPED 2000 exam to different day or time of day. This should be accomplished by Wednesday, April 19th . I will follow University policy for changes relating to finals. **No changes will be made after that date.**
- On examination days, no students will be admitted to the classroom after the first person to finish the examination has left the room. Students are expected to be on time for all exams.
- On completion of the grading of the examinations, the content of the exams will be discussed in class. Students should feel free to take notes relating to the exam during the discussion.

*** THIS SCHEDULE IS INTENDED AS A GUIDE AND IS SUBJECT TO CHANGE**

January 9 - 13	Review of Syllabus Chapter # 1 Exceptionality and Special Education
January 16– 20 No class on 16th MLK birthday	Chapter # 1 Exceptionality and Special Education
January 23- 27	Chapter # 2 Current Trends and Issues
January 30– Feb. 3 Test # 1 Chapters 1 and 2 and lecture notes on poverty – Feb. 3rd	Lecture notes: The Culture of Poverty
February 6 - 10	Chapter # 5 Learners with Mental Retardation (intellectual disability)
February 13 - 17	Chapter # 6 Learners with Learning Disabilities
February 20 - 24	Chapter # 6 Learners with Learning Disabilities Chapter # 7 Learners with Attention Deficit Hyperactivity Disorder
February 27 – March 3 rd Test # 2 Chapters 5, 6, 7 - March 3rd	Chapter # 7 Learners with Attention Deficit Hyperactivity Disorder
March 6- 10	Chapter # 8 Learners with Emotional or Behavior Disorders
March 13 – 17 No Class – Spring Break	
March 20 - 24	Chapter # 10 Learners who are Deaf or Hard of Hearing
March 27 – March 31	Chapter # 11 Learners with Blindness or Low Vision
April 3 – 7 Test # 3 Chapters 8,10,11 – April 7th	Chapter # 9 Learners with Communication Disorders
April 10 - 14	Chapter # 12 Learners with Autism Spectrum Disorders
April 17 - 21	Chapter # 14 Learners with Physical Disabilities
April 24 - 28	Chapter 4 Parents and Families
May 1 - Last day of class	Hot Topics in Special Education
May 9th (Monday) Final Examination 8:00 – 11:00 am.	The Final Examination will be comprehensive. For the chapters that have already been tested, select vocabulary and Myth – Facts will be emphasized. For the remaining chapters, the material will be tested in its entirety.

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