

**SPED 2000 - SURVEY OF SPECIAL EDUCATION - 3 CREDIT HOURS  
SUMMER 2005** (Mary Kathryn Everitt - [keveritt@uga.edu](mailto:keveritt@uga.edu) 542-4595)

**REQUIRED TEXTBOOK:** Hallahan, D., & Kauffman, J.  
Exceptional Learners: Introduction to Special Education 9<sup>th</sup> Edition Allyn and Bacon

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

**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 it, 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**

1. 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**
  2. Assurances and due process rights related to assessment, eligibility and placement (CC1:K4)
  3. Typical procedure used for screening, pre-referral, referral, and classification. (CC3:K3)
- **TRENDS AND ISSUES**
  4. Models theories and philosophies that provide the basis for special education practices. (CC1:K1)
  5. Articulates personal philosophy of special education including its relationship to / with regular education. (CC1:S1)
  6. Laws, Policies, and ethical principles regarding behavior management planning and implementation. (CC6:K1)
  7. Articulates the pros and cons of current issues and trends in the education of individuals with disabilities.
- **CULTURAL DIVERSITY**
  8. Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and / or linguistically diverse backgrounds. (CC1:K3)
  9. Characteristics and effects of the cultural and environmental milieu of the

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

## **CHARACTERISTICS**

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

## **INSTRUCTIONAL ADAPTATIONS**

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

- Accommodations and modifications
29. Educational implications of characteristics of various exceptionalities. (CC2:K3)
  30. Modify the learning environment to manage inappropriate behaviors. (CC6:S3)

Competencies	Activities	Evaluation
1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30	Active participation in class discussions and activities.	Evaluation will be judged according to the thoroughness and thoughtfulness of responses.
1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19,20,21,22,23,24,25,26,27,28,29,30	Completion of assigned readings. Periodic examinations.	Knowledge of assigned readings are evaluated by participation in class discussions and by successful completion of periodic examinations.
19,20,22,23,27	Participation in learning disability simulation	Students will be present to participate in a simulation of learning problems relating to listening, writing, mathematics, reasoning, speaking and reading.
8,9,10,19,20,29,30	Reaction to film relating individuals with disabilities	Students will respond in writing to a particular film about individuals with disabilities. They will react by correlating information about specific topics that are emphasized in the course to the content of the film.

**Specific activities addressing competencies:**

- Participation in class discussions 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, 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.
- Completion of three examinations: The exams will be periodic and will cover material through objective and / or subjective questioning.
- Participation in learning disability simulation: Students will participate in activities that will simulate learning problems typically displayed by individuals with learning disabilities.
- Film reaction: Students will view one film whose content focuses on an individual with a particular disability. They will respond in writing to particular requirements that correlate to information that has been presented in classroom lectures and in the content of the book to the content of the film. These particular areas include: Specific psychological and behavioral characteristics of the individual, the etiology of the disability (if known), the reactions of others in the film to the disability, the level of family support for the person with the disability and how the individual would be taught and supported in the classroom environment.

### **GENERAL INFORMATION:**

- Students are expected to attend class daily and be present for every discussion/ activity. If a class is missed the student is held responsible for 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.
- 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.  
**Grades can not be delivered through email.**
- 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 a student has 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: 100 points each
- Film Project 100 points
- Attendance: 10 points

Points will be totaled and averaged. The attendance points will be added to the lowest

test grade.

- A - 90-100
- B - 80 - 89
- C - 70 - 79
- D - 60 - 65
- F - below 65

## TESTS / ABSENCES

- If a student has an excused absence on the day of the test, he / she will be able to make up the test within seven calendar days at an agreed upon time. **The make-up test will be constructed in an alternate format (discussion questions as opposed to the regular format.** If a test is missed, and the student fails to provide a documented excuse within five 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.
- On completion of the grading of the examinations, the content of the exams will be discussed in class. Student should feel free to take notes during the class time.
- On examination days, students will not 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 examinations.

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

June 10 <sup>th</sup> Fri. 8:00 - 10:35	Go over syllabus Chapter # 1 Exceptionality and Special Education.
June 13 <sup>th</sup> Mon.	Chapter # 1 Exceptionality and Special Education

8:00 - 10:35	
June 15 <sup>th</sup> Wed. 8:00 - 10:35	Chapter # 1 Exceptionality and Special Education Chapter # 2 Current Trends and Issues
June 17 <sup>th</sup> Fri. 8:00 - 10:35	Chapter # 2 Current Trends and Issues Chapter # 3 Cultural Diversity - Information taken from lecture.
June 20 Mon. 8:00 - 10:35 <b>Test over chapters 1,2 and information relating to diversity</b>	Chapter # 4 Mental Retardation (Intellectual Disability)
June 22 Wed. 8:00 - 10:35	Chapter # 4 Mental Retardation (Intellectual Disability) Chapter # 5 Learning Disability
June 24 Fri. 8:00 - 10:35	Chapter # 5 Learning Disability
June 27 Mon. 8:00 - 10:35	Chapter # 6 Attention Deficit Hyperactivity Disorder
June 29 <sup>th</sup> Wed. 8:00 - 10:35	Chapter # 7 Emotional and Behavior Disorders
July 1 Fri. 8:00 - 10:15 <b>Test over chapters 4,5 and 6</b>	Chapter # 7 Emotional and Behavior Disorders Information relating to Autism
July 4 <b>Holiday - Independence Day</b>	
July 6 Wed. 8:00 - 10:35	Chapter # 9 Deaf or Hard of Hearing
July 8 Fri. 8:00 - 10:35	Chapter # 9 Deaf or Hard of Hearing Chapter # 10 Blindness or Low Vision
July 11 Mon. 8:00 - 10:35	Chapter # 10 Blindness or Low Vision
July 13 Wed.	Chapter # 14 Parents and Families

8:00 - 10:35	
July 15 Friday 8:00 - 10:35 <b>Test over chapters 7, 9,          10 and 14</b> <b>Film project due</b>	Hot Topics in Special Education

**Because the session is six weeks instead of the usual eight weeks, tests will cover only the chapters specified in the above schedule. Time permitting, information relating to the other chapters in the book will be presented, but will not be included in the periodic tests.**