

DEPARTMENT OF COMMUNICATION SCIENCES AND SPECIAL EDUCATION
SPED 2000 – SURVEY OF SPECIAL EDUCATION
3 CREDIT HOURS

REQUIRED TEXTBOOK: Hallahan, D., & Kauffman, J. (2004) Exceptional Learners: An Introduction to Special Education 10th Edition Allyn and Bacon

ADDITIONAL BOOKLET: Hallahan, D., & Kauffman, J. (2004) Cases for Reflection and Analysis for Exceptional Learners: An Introduction to Special Education. (This booklet comes with the textbook – make sure that you acquire both).

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 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	Relating to individuals with disabilities	Students will complete one out of class assignment. Instructions and Rubric will Be distributed to students during the second class.

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 may be 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 5 exams: The examinations will be periodic and will cover material through objective and subjective questioning.
- Outside assignment: Students will keep an observation journal during this semester. This assignment is to help students become familiar with and reflect upon specific disabilities encountered in society. A rubric and instructions for the completion of this journal will be given during the second class meeting.

GENERAL INFORMATION:

- Students are expected to attend class weekly 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 checked each week.
- 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.
- All academic work must meet the standards contained in the "Culture of Honesty". Students are responsible for informing themselves about those standards before performing any academic

work. 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, <http://www.uga.edu/ovpi/honesty/acadhon.htm>

- 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.
- This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

GRADES WILL BE ASSIGNED ON THE FOLLOWING SCALE:

- FIVE TESTS: POSSIBLE 100 POINTS EACH
- ONE JOURNAL ASSIGNMENT: POSSIBLE 100 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 the student has an excused absence on the day of a test, the student 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 (discussion questions). **If the student misses a test, and 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.**
- 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 a different time of day. This petition must be on the official "petition form" from the University of Georgia (may be found on the UGA website).
- 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 at the end of the next class. Students should feel free to take notes relating to the exam during the discussion.

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