

Syllabus

Course: **SPED 2000 – Survey of Special Education** (Spring, 2006)

Class Hours: 5:00 – 8:00pm, Th

Classroom: 104, Conner Hall

Instructor: Eun-Joo Kim (EJ)

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1. REQUIRED TEXTBOOK:

Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional learners: Introductions to special education* (10th Ed.). Boston: Allyn and Bacon

2. 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.

3. COURSE OBJECTIVES:

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

(1) 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)

(2) 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)

(3) 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)

4. Course Requirement

Requirement	Points	Due Date	Special Instruction
Tests (2 times)	400 -200 for each	1 st test: (2-23) 2 nd test: (4-13)	<ul style="list-style-type: none"> • Test will consist of 100 multiple choice or true/false questions. Early test-taking is not available. • Make-up will be available only after getting the instructor's permission in advance (During or after the test, requesting a make-up test is not available without documented excuse) • Make-up test should be scheduled within 7 calendar days following the regular test dates • Make-up tests will be discussion/essay questions (the numbers of questions could vary) • If a student misses a test, and fails to provide a documented excuse within 5 calendar days following a test, make-up is not allowed. • Students are responsible for requesting and scheduling a make-up test. • No students will be admitted to the classroom after the first person to finish a test has left the room. Students are expected to be on time. • On completion of the grading of the tests, the content of the tests will be discussed in class. Students should feel free to take notes relating to the tests during the discussion.
Group Project	300	4-27	<ul style="list-style-type: none"> • Refer page 4 for detail
Attendance	100		<ul style="list-style-type: none"> • Each unexcused absence will result in 10-point reduction from attendance score • Each student is allowed to have only one excused absence throughout the semester • Excused absence will be permitted only when documented
Total	800		

Grades: (Total Points – 800) : I do not “round-up” & “curve” grades

1. 2 Tests:	400
2. Group Project:	300
3. Attendance:	<u>100</u>
Total 800	

- A = 90 – 100 % (720 – 800 points)
 B = 80 – 89 % (640 – 719 points)
 C = 70 – 79 % (560 – 639 points)
 D = 60 – 69 % (480 - 559 points)
 F = Below 60 % (Less than 480 points)

5. Group Project: Case Study

- (1) Each group will choose one or multiple type of special needs, and will develop a case study.
- (2) A specific guideline including content of the case study will be provided later
- (3) A subject of each case study can be created by a group, or developed from textbook or media. The list of reference will be provided.
- (4) Each group has to submit a written case study by 4/27 before the class.
- (5) Each group has to have 15-minute presentation for their case study. The presentation format can be flexible
- (6) The group project will be evaluated by group members, other group members, and instructor. The grading rubric will be provided later

6. General Information:

- (1) Please use '*person-first language*' when you address a person with special needs.
- (2) Request for modifications: If you require instructional modifications due to a documented disability, please make an appointment to see me after the first class or before the second class meeting.
- (3) Students' Attitudes
 - Students are expected to attend class daily and be present for every discussion/ activity. You are responsible for information covered in assigned readings, class lectures, handouts, out-of-class assignment, and in-class discussions, and activities. If you are absent from class, it is your responsibilities to get the materials missed. Find a "buddy" who can pick up handouts, copy notes for you if you are not there.
 - **Attendance is an important and serious issue** that should be taken into consideration for maximum success in completion of the class.
 - **Please turn off a cellular phone during class!**
- (4) All powerpoint materials and other update information about this class will be delivered through Web-CT. It is *your* responsibilities to check Web-CT regularly.
- (5) If you have questions regarding the content presented in class, assigned readings, grades, assignments, etc., please ask them! Every effort will be made to help you understand.
Please feel free to ask questions!
- (6) Rules of Assignments
 - Assignments are due at the *beginning* of class on the assigned due date. Assignments turned in after the due date will automatically lose 10% of its assigned credit unless you receive prior approval by the instructor.
 - All assignments are to be typewritten, 12-point font, and stapled. Handwritten papers will NOT be accepted. All assignments should have a cover page.
 - **Written products are expected to reflect person-first language.**
- (7) Students who choose to violate the standard of ethical conduct will be dealt with as outlined in A Cultural Honesty: policies and procedures on academic honesty; which is distributed by UGA. See the instructor if you need a copy of this handbook.
- (8) Students are expected to conform to the University's academic honesty policy. Unless other wise stated in writing by the instructor, all assignments are to be completed without assistance from other students.

7. Course Schedule:

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

Week	Date	Days	Contents
Week1	1-12	Thur	Review of Syllabus & Introduction of Exceptionalities
Week2	1-19	Thur	Ch 1: Exceptionality & Special Education Ch 2: Current Trends & Issues
Week3	1-26	Thur	Ch 2: Current Trends & Issues Ch 3: Multicultural & Bilingual Aspects
Week4	2-2	Thur	Ch 5: Intellectual Disabilities
Week5	2-9	Thur	Ch 6: Learning Disabilities
Week6	2-16	Thur	Ch 7: ADHD
Week7	2-23	Thur	Test 1: Ch1-7, except 4
Week8	3-2	Thur	Ch 8: Emotional and Behavioral Disorders
Week9	3-9	Thur	Ch 9: Communication Disorders
Week10	3-16	Thur	<i>No Class (Spring Break)</i>
Week11	3-23	Thur	Ch 10: Hearing Impairment
Week12	3-30	Thur	Ch 11: Visual Impairment
Week13	4-6	Thur	Ch 12: Autistic Spectrum Disorders Ch 13: Low Incidence, Multiple & Severe Disabilities
Week14	4-13	Thur	Ch 13: Low Incidence, Multiple & Severe Disabilities Test 2: Ch8-13
Week15	4-20	Thur	Ch 4: Parents and Families
Week16	4-27	Thur	Group Presentation

This syllabus is subject to change!

The list of Film/Book Relating to Disabilities

I. Popular Films Relating To Disabilities

1. A Beautiful Mind – Schizophrenia; Behavior disorder
2. At First Sight – Visual impairment
3. Born on the Fourth of July – Physical disability (Vietnam War)
4. Elephant Man – Physical Disability
5. Flowers for Algernon – Intellectual disability
6. Forest Gump – Intellectual disability
7. I am Sam – An individual with autism struggling to raise his daughter
8. Memento – Traumatic Brain Injury; Loss of short term memory
9. Miracle Worker – Hearing and vision impairment with related behavior disorder
10. My Left Foot – Physical disability; Irish writer afflicted with cerebral palsy from birth
11. Nell – Language development of individual raised under extraordinary circumstances
12. Ordinary People – Behavior disorder; Struggle of younger brother to cope with older brother's suicide
13. Rain Man – Autistic spectrum disorders
14. Regarding Henry – Traumatic Brain Injury
15. Simon Birch – Physical disability
16. The Breakfast Club – E/BD; Socially maladjusted; Withdrawn and acting out behaviors
17. The other sister – Intellectual disability
18. What's Eating Gilbert Grape – Intellectual disability

II. Popular Books Relating to Disabilities

1. Anthropologist From Mars: Neurological disorders and autism etc. (By Oliver Sacs)
2. Icy Sparks – Tourette's Syndrome (By Gwyn Hyman Rubio)
3. Thinking in Pictures – Autism (By Temple Grandin)