

Syllabus

Course: **SPED 2000 – Survey of Special Education** (Spring, 2007)

Class Hours: 8:00 – 8:50am, MWF

Classroom: G5, Aderhold 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.

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)

4. Course Requirement

Requirement	Points	Due Date	Special Instruction
Tests (3 times)	600 - 200 for each	1 st test: (2-7) 2 nd test: (3-9) 3 rd test: (4-18)	<ul style="list-style-type: none"> • Test will consist of 100 multiple choice or true/false questions. Discuss with the instructor for early test-taking. • 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		<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 the attendance score • Each student is allowed to have 4 excused absences throughout the semester • Excused absence will be permitted only when documented
Total	1000		

Grades: (Total Points – 1000) : I do not “round-up” or “curve” grades

- 1. 3 Tests: 600
 - 2. Group Project: 300
 - 3. Attendance: 100
- Total 1000

- A = 93 – 100 % (930 – 1000 points)
- A- = 90 – 92.9 % (900 – 929 points)
- B+ = 87 – 89.9% (870 – 899 points)
- B = 83 – 86.9 % (830 – 869 points)
- B- = 80 – 82.9 % (800 – 829 points)

- C+ = 77 – 79.9 % (770 – 799 points)
- C = 73 – 76.9 % (730 – 769 points)
- C- = 70 – 72.9 % (700 – 729 points)
- D = 60 – 69.9% (600 – 699 points)
- F = below 60% (below 600 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 4-20 before the class.
- 5) Each group has to have in-class presentation for their case study. The presentation format will be discussed later.
- 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.
 - **Please turn off a cellular phone during class!**
- 4) All powerpoint materials and other update information about this class will be delivered via 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) Attendance
 - **Attendance is an important and serious issue** that should be taken into consideration for maximum success in completion of the class.
 - Notify the instructor at the beginning of semester if you are expected to have frequent absences due to certain health condition, athletic status or other reasonable conditions.
 - Be aware that attendance policy will be managed in a very strict manner instead of allowing 4 excused absences.
- 7) 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.**

- 8) 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.
- 9) Students are expected to conform to the University's academic honesty policy. Unless otherwise stated in writing by the instructor, all assignments are to be completed without assistance from other students.

7. Course Schedule: this schedule is tentative

Week	Date	Days	Contents
Week1	1-8	Mon	Review of Syllabus
	1-10	Wed	Ch 1: Exceptionality & Special Education
	1-12	Fri	Ch 1: Exceptionality & Special Education
Week2	1-15	Mon	<i>No Class (M.L.K Day)</i>
	1-17	Wed	Ch 1: Exceptionality & Special Education
	1-19	Fri	Ch 2: Current Trends & Issues
Week3	1-22	Mon	Ch 2: Current Trends & Issues
	1-24	Wed	Ch 2: Current Trends & Issues
	1-26	Fri	Ch 3: Multicultural & Bilingual Aspects of Spe.Ed
Week4	1-29	Mon	Ch 3: Multicultural & Bilingual Aspects of Spe.Ed
	1-31	Wed	Ch 5: MR (ID)
	2-2	Fri	Ch 5: MR (ID)
Week5	2-5	Mon	Ch 5: MR (ID)
	2-7	Wed	Test #1 – Ch 1, 2, 3, 5
	2-9	Fri	Ch 6: LD
Week6	2-12	Mon	Ch 6: LD
	2-14	Wed	Ch 6: LD
	2-16	Fri	Ch 7: ADHD
Week7	2-19	Mon	Ch 7: ADHD
	2-21	Wed	Ch 7: ADHD
	2-23	Fri	Ch8: E/BD
Week8	2-26	Mon	Ch 8: E/BD
	2-28	Wed	Ch 8: E/BD
	3-2	Fri	Ch 9: CD
Week9	3-5	Mon	Ch 9: CD
	3-7	Wed	Ch 9: CD
	3-9	Fri	Test #2 – Ch 6, 7, 8, 9
Week10	3-12	Mon	<i>No Class (Spring Break)</i>
	3-14	Wed	<i>No Class (Spring Break)</i>
	3-16	Fri	<i>No Class (Spring Break)</i>
Week11	3-19	Mon	Ch 10: HI
	3-21	Wed	Ch 10: HI
	3-23	Fri	Ch 10: HI & Ch 11: VI
Week12	3-26	Mon	Ch 11: VI
	3-28	Wed	Ch 11: VI
	3-30	Fri	Ch 12: ASD
Week13	4-2	Mon	Ch 12: ASD
	4-4	Wed	Ch 13: Low-Incidence, Multiple & Severe
	4-6	Fri	Ch 13: Low-Incidence, Multiple & Severe
	4-9	Mon	Ch 13: Low-Incidence, Multiple & Severe

Week14	4-11	Wed	Ch 14: PD
	4-13	Fri	Ch 14: PD
Week15	4-16	Mon	Ch 14: PD
	4-18	Wed	Test #3 – Ch 10, 11, 12, 13, 14
	4-20	Fri	Ch 4: Parents & Families (<i>Group Paper Due</i>)
Week16	4-23	Mon	Ch 4: Parents & Families
	4-25	Wed	Group Presentation
	4-27	Fri	Group Presentation
Week 17	4-30	Mon	Group Presentation (Last Day of Class)