

Syllabus

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

Call Number: 41 - 933

Class Hours: M 5:00P - 8:00P

Classroom: Life Science Building (C127)

Instructor: Mi Sook Lee

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(E-mail) Through WebCT

Mailbox: Special Education Office – 516, Aderhold Hall

Office Hour: By Appointment

REQUIRED TEXTBOOK:

Hallahan, D. P., & Kauffman, J. M. (2006). *Exceptional learners: An introduction to special education* (10th Ed.). Boston: Pearson Education, Inc.

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 (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)
 - Modify the learning environment to manage inappropriate behaviors. (CC6:S3)
 - 29. Modify the learning environment to manage inappropriate behaviors. (CC6:S3)

Course Requirement

Requirement	Points	Due Date	Special Instruction
Tests (3 times)	300 -100 for each	2/13, 3/20 & 4/17	<ul style="list-style-type: none"> • Test questions will be 50 multiple choice or true/false questions • 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 at an agreed upon time.

			<ul style="list-style-type: none"> • Make-up tests will be 10 discussion/essay questions • Early test-taking is not available
Film Reaction	200	4/24	<ul style="list-style-type: none"> • Choose one film/book whose content focuses on an individual with a particular disability and respond in writing to particular requirements that correlated with information from lectures. • Guidelines is included in this syllabus.
Final Exam	200	5/3-5, 8-9 TBA	<ul style="list-style-type: none"> • Accumulative questions from all chapters. • Questions will be 100 multiple choice or true/false questions.
Attendance	100	Spot Check	<ul style="list-style-type: none"> • If you sign all 10 times on a signature form, you will get max. extra 10 points for the lowest test. • Above 80%(100), 70%(80), 60%(70), 50% (60), below 50%(50)
Total	800		

Grades: (Total Points: 800)

3 Tests:	300	A = 90 – 100 % (720 – 800 points)
Final:	200	B = 80 – 89 % (640 – 719 points)
Film Reaction:	200	C = 70 – 79 % (560 – 639 points)
Attendance:	100	D = 60 – 69 % (480 - 559 points)
Total:	800	F = Below 60 % (Less than 480 points)

Your final grade will be based on the total score not average.

More About TEST / ABSENCES

- 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. Students are responsible for requesting and scheduling a make-up test.

- 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.
- After 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. The results of the tests will be posted through the Web-CT within two weeks after the tests.

General Information:

1. **Request for modifications:** If you require instructional modifications due to a documented disabilities, please make an appointment with me to discuss your request
2. Students' Attitudes
 - Students are expected to attend every class 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 anybody who can pick up handouts, copy notes for you if you are not there.
 - Attendance will be spot checked during the semester. 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.
 - **Please turn off a cellular phone during class!**
3. 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.
4. If you have questions regarding the content presented in class, assigned readings, grades, assignments, etc., please ask me! Every effort will be made to help you understand.
5. 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.

6. 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.
7. 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.

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

Week	Dates	Contents
Week1	1/9	Introduction & overview
Week2	1/16	No Class (Holiday)
Week3	1/23	Ch 1: Exceptionality and Special Education & Ch 2: Current Trends & Issues
Week3	1/30	Ch 2 & Ch 3: Multicultural & Bilingual Aspects of Spe.Ed
Week5	2/6	Ch 3& Ch 5: MR (ID)
Week6	2/13	Test #1 – Ch 1, 2, 3, 5
Week7	2/20	Ch 6: LD
Week8	2/27	Ch 7: ADHD
Week9	3/6	Ch 8: E/BD
Week10	3/13	No Class (Spring break)
Week11	3/20	Test #2 – Ch 6, 7, 8
Week12	3/27	Ch 9: CD & Ch 10:HI
Week13	4/3	Ch 10:HI & Ch 11: VI
Week14	4/10	Ch 12: L/M/SD & Ch:13 ASD
Week15	4/17	Test #3 – Ch 9, 10, 11,12, 13
Week16	4/24	Ch 14: PD <i>(Film Reaction Due)</i>
Week17	5/1	Ch 4: Parents & Families (Last Day of Class)
	5/2	Reading Day
	5/3-5, 8-9	Final Examination

This syllabus is subject to change!

Guideline for Film Reaction Assignment

1. 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 correlated with information that has been presented in classroom lectures and in the content of the text to the content of the film or book.
2. The suggested list of film/book is provided. Films or books are not on the list will have to be approved and the requested for an alternate film or book will have to be documented through email to the instructor.
3. Relate the book or film to the course content by discussing the following points. Present your information in the order presented and begin by numbering and restating each of the five requirements as an introduction to your response.
4. The purpose of this assignment is to evaluate your learning from this class, not evaluating your film critique. **You should be able to explicitly present what you learned from this class in this assignment.**
5. Amount: Minimum two FULL pages - one inch margins (left, right, top, and bottom)
6. All assignments are to be typewritten using 12 –point Times New Roman font, single space for each section, and double space between sections. All assignments should have a cover page and stapled. Handwritten papers will not be accepted. Not keeping this guideline will result in point reduction.
7. Please check spells and grammars before submitting the final product. Points for spelling and grammar will be deducted.
8. Scoring rubric for this assignment will be provided later.
9. The questions that students have to address follow:
 - 1) Describe the specific psychological and behavioral characteristics of the individual that corresponds to **the IDEA definition** of that particular disability. (If there is more than one disability, just choose one to respond to)
 - 2) If know, give a description of the cause of the disability and the age of the individual when the disability was positively diagnosed in context of the book or film.
 - 3) Describe both positive and negative reactions of others (not family) in the book or film to the individual with the disability.
 - 4) Describe the type of family support for the person with the disability.
 - 5) How would I work with an individual like this in the classroom? Address the following:

- A. Teaching techniques (you will find suggestions for this at the end of each of the chapters – suggestions for teaching)
- B. Behavioral support or management plan

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 if I'm 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)