

## **SPED 3040 Fall 2005**

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### **Office Hours**

While this is an on-line course, I will maintain office hours to assist you. Monday evenings from 11.00pm-11.30pm I will be available in the chat rooms for you to ask question, get advice etc. I will arrive at 11 and leave my computer logged into the chat rooms if you need me. If no one "shows up" by 11.30, I will log out. If you need assistance at other times, please do not hesitate to contact me via email. **If you do not tell me you need help, I will not know. If I do not know, I cannot provide assistance.**

### **Communication**

I will expect all communications to me about this course to come through WebCT email. You are expected to check your email every 48hrs. You are welcome to IM me. My AIM screen name is **ayresuga**. If you do not have an AIM account, just go to [www.aim.com](http://www.aim.com) (this is not required, just another way for you to contact me). If you have other issues to email me about (e.g. advising), please email me at my regular email account [kayres@uga.edu](mailto:kayres@uga.edu). If you have a general question about the course "Where do I find xyz?" post it to the discussion board. Other people have the same question and others may actually have the answer. This is the quickest way to get things done.

### **Course Format**

This course is designed for delivery on-line. It consists of campus based students as well as students whose entire program of study is "on-line." You will all be engaged in course activities together (i.e. on campus students working with off campus students) and I hope the varied experiences this allows, and the diversity we achieve through this model "adds something" to the course. The course is broken into modules that for the most part are completed in one week. Some modules may go slightly longer because of breaks, depth of content etc. The standardization of due dates etc. is discussed below. You need to manage your time wisely though. And you also need to consider your "other schedule" (work, family etc) and when you can complete work. You may complete 2hrs on Monday then 10 min each day of the week (discussion boards) and then put in 6-8hrs between Saturday and Sunday. That is fine, you just need to complete the work and be engaged. With the typical on campus course (3hrs of class time) it is usually expected that you spend about 9hrs outside of class. The same thing applies here (but here you have 12hrs because you do not have 3 hrs of "contact time"). Most modules have 4 parts: Readings, Quizzes, Discussion board activities, and either a live on-line or archived (pre-taped) presentation. Some modules have a few other things, some only have one or two of these. With some of the readings, I will

occasionally post questions—you do not have to answer these, but they will focus you on what I want you to “get” out of the reading. You should also use the module objectives to guide your reading.

## Required materials

- Raymond, E. B. (2004). *Learners with mild disabilities: A characteristics approach* (2<sup>nd</sup> ed.). New York: Pearson Education Inc.
- Burnes, M. E. (2005). *Taking sides: Clashing views on controversial issues in special education* (2<sup>nd</sup> ed.). Boston: McGraw-Hill.
- Earphones/Microphone for use with Horizon Live/Horizon Wimba. These can be purchased for less than \$20. (Please note, I tend to use the terms Horizon Live and Horizon Wimba interchangeably)

## Overview

You can look at characteristics classes in a number of ways. One initial reaction might be, well I am going to have to teach kids with disability XYZ so I need to know what makes them tick. On the other hand, one might think, well, I am going to teach any and all kids whom I get so a course that provides me with general descriptions on the characteristics that some of my students MIGHT have is not really useful. The first perspective tends to assume that by knowing a student’s “label” one will know how to teach that student: that the label is somehow prescriptive of intervention. The latter thought considers that the “label” is insignificant because each student is an individual most of all. While this may create a false dichotomy, both views of this sort of course are too narrow and short sighted. True, the label will not tell you how to teach a student and true, regardless of the categorical label, you will have to teach the student.

The issue is much more complex. The first premise ignores that “we” created these definitions. The definitions are socially constructed. In other words, we decided what would be called intellectual disabilities. What degree of deviation from “the norm” would be identified as ID. That definition has shifted over the years. One year, some one might have an intellectual disability and then are suddenly “cured” because our definition changed. As we await the regulations for the reauthorization of IDEA, we essentially wait to see what the new definitions of disability might be. The second premise above ignores the social construction of the disability as well. While trying to look past the label, the premise overlooks the fact that the label did not materialize out of thin air. The individual, with or without the label lives in a community with which they have to interact. Their interactions might be somehow hindered by their ability to interact with the community. On top of this, with a disability label, they begin to experience things differently not because of what the label describes but because of the label itself.

## Course topics and schedule

Use the schedule below to get a rough idea of what the semester looks like. Please defer to the course schedule located in WebCT. This is where all due dates are located. Use the “compile” button in WebCT to get a running schedule of the dates on one sheet. Refer to the “Task List” for each module to see readings etc. If there are ever

discrepancies in dates, defer to the course calendar. When I copy dates into multiple places there is always a chances that something gets transposed incorrectly or if I change a date one place I may forget in another place so ALWAYS check the course calendar.

	Dates	Topic	Readings	Quiz	HL	Notes
Mod 1	8/16-8/27	Law and History	See task list in module	Completed by 8/25	Archived	
Mod 2	8/28-9/3	Assessment, curriculum, and placement		None	Live 8/28	
Mod 3	9/4-9/10	LD		Completed by 9/8	Archived	
Mod 4	9/11-9/17	MR		Completed by 9/15	Live 9/11	
Mod 5	9/18-9/24	Contemporary Issues I		None	None	Case Study 1 Due
Mod 6	9/25-10/1	ASD		Completed by 9/28	Archived	
Mod 7	10/2-10/8	BD & ADHD		Completed by 10/6	Archived	
Mod 8	10/9-10/15	Contemporary Issues II		None	None	
Mod 9	10/16-10/29	Academic learning characteristics		Completed by 10/25	Live 10/23	Case Study 2 Due
Mod 10	10/30-11/5	Language characteristics		None	Archived	
Mod 11	11/6-11/12	Social & emotional characteristics		Completed by 11/10	Live 11/6	
Mod 12	11/13-11/19	IEP Part I		None	None	
Mod 13	11/20-12/1	IEP Part 2			None	Live 11/20
	TBA	Final				

## Objectives

This course will attempt to accomplish 3 broad objectives:

1. Prepare you to identify and analyze the learning characteristics of your students relative to the legal definitions of disability eligibility.
2. Differentiate learners based on characteristics of how they learn.
3. Prepare you to address the complex issues involved in special education relative to student learning characteristics, learning environments, and public policy.

On a more refined level, this course is designed to address the following CEC competencies:

<b><u>Common Core: 1. Foundations of Special Education</u></b>
1. Describe models, theories, and philosophies that form the basis for special education practice. (CC1:K1)
2. Discuss issues in definition and identification of individuals with special needs, including those from culturally and linguistically diverse backgrounds. (CC1:K3)
3. Describe the issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services. (CC1:K4)
4. Articulate personal philosophy of special education.
<b><u>Common Core: 2. Characteristics of Learners</u></b>
5. Describe the similarities and differences of individuals with and without special learning needs. (CC2:K1)
6. Discuss the similarities and differences among individuals with special learning needs. (CC2:K2)
7. Describe the educational implications of characteristics of various individuals with special needs. (CC2:K3)
8. Discuss the effects a special need can have on an individual's life. (CC2:K4)
<b><u>Common Core: 3. Assessment, Diagnosis, and Evaluation</u></b>
9. Use assessment information in making eligibility, program, and placement decisions for individuals with special needs, including those from culturally and/or linguistically diverse backgrounds. (CC3:S10)
<b><u>Common Core: 8. Professionalism and Ethical Practices</u></b>
10. Describe the importance of the teacher serving as a model for individuals with special need. (CC8:K3)
<b><u>General Curriculum: 1. Foundations</u></b>
11. Describe the current educational terminology and definitions of individuals with special needs in Georgia and the nation, including the identification criteria and the labeling controversies. (GC1:K1)
12. Determine placements based on the continuum of services, including alternative programs available for individuals with special needs. (GC1:K6)
13. Articulate the pros and cons of current issues and trends in the education of individuals with special needs. (GC:S1)
14. Delineate the principles of normalization versus the concept of least restrictive environment in designing educational programs for individuals with special needs. (GC:S3)

<b>General Curriculum: 2. Characteristics of Learners</b>	
15.	Describe the effects of dysfunctional behavior on learning, and the differences between the major disabling conditions. (GC2:K2)
16.	Describe the psychological, social, emotional and resilience characteristics of individuals with special needs. (GC2:K4)
17.	Describe and define general developmental, academic, social, career, and functional characteristics of individuals with special needs as they relate to level of support needed. (GC2:S1)
<b>General Curriculum: 8. Professionalism and Ethical Practices</b>	
18.	Describe rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with special needs. (GC8:K2)
19.	Articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with special needs. (GC8:S2)

### Measurement and Evaluation:

Item	Frequency	Total Value	CEC Broad Standard
Periodic Quizzes	10	50pts (10x5pts)	Standard 1-3
Discussion Topic Participation	10	24pts (12x2pts)	Standard 1
Case Studies	2	350 (2x100pts & 1x 150)	Standards 2 & 3
Final Exam	1	100	Standards 1-3
Teaching Philosophy	1	11pts	
Total		535pts	

**Quizzes:** These will be short 5-10 question short 1-2 sentence answers. Some multiple choice or true/false may be included. The quizzes will cover details from the modules which include the readings, the discussion topics, any HorizonLive or Lecture session that is scheduled. These are open book/note but they are timed. You will have sufficient time to respond to the questions if you know the material. If you do not know the material and are required to read the text as you answer questions, you will not finish in time. Any test questions submitted after time has expired will not be graded. YOU are responsible for watching the time and submitting your quiz before time has expired. Quizzes can be taken at any time but they can only be taken once. They must be submitted prior to 1:59pm on the Sunday that the module ends (most modules run from Monday through Sunday). The quizzes will show you the question, you have to answer the question or skip it before moving on. You will not be able to go back and change your answers. The reason for this is that this format requires you to be able to more rapidly demonstrate that you know the information and reduces your ability to rely on thumbing through the index of the text book to find answers etc.

**Discussion Participation:** Each module will require substantive interaction on the course discussion boards. The assignment for each module will be different. Sometimes it will require a response to one of the readings. Sometimes it will require you to search out a resource on-line or some other task. This interaction is akin to a classroom discussion. Your initial post will usually require about 20-30min worth of writing/research. Your follow-ups will take less than 30min of time total. You are expected to be professional, interactive, and responsive. These will be graded as follows:

- **2pts**=Writes a strong complete response to the module's question/activity, writes at least one substantive response to a classmates post. Responds to any questions or responses to their initial post.
- **1pt**=Writes a response to the module's activity. Writes at least one substantive response to a classmate. May or may not respond to questions posted to their posts.
- **0pt**=Writes a response to the module activity. Fails to substantively interact with classmates.

For the discussion boards to be successful, people have to post early. All initial posts will be required to be posted by the Wednesday night of the module (by 11:59pm). Your required response to a peer's post is required by 11:59pm on the Friday of the module. If your peer, TA, or instructor asks you a question about your post (they will) you are expected to have answered that question by 11:59pm on Sunday. This means you will need to log into the discussion boards at least 3 times during the week. The last thing to note, is that when you post, be sure you post to the right place (i.e. correct board). When you post a response to someone's post, make sure you have their post open and you hit the "quote" button. What this does, is it will put their text below yours, and you can type your text at the top. This creates a "string" so that when these are read, we know who you are responding to etc. You will get the hang of this quickly. You will not receive reminders to post. This is your responsibility. For the most part, you need to try to keep all "initial posts" to one double spaced typed page (type it out in word and then paste it into the post---do not post attachments). \*\*\*You will only be able to see the discussion boards for your group and the general discussion board. Please also note that I am releasing the discussion boards to you as we get there (about 1-2wks in advance)

**Case studies:** You will be provided with video of a student as well as parts of a student's psychological. You will then be asked to relate that information to what you know about disabilities. The first two are simply case studies with a 4 pages limit. The last case study is similar to the first two but also includes you writing part of an IEP.

**Final exam:** This is a comprehensive examination covering all material in the course.

**Teaching philosophy:** Allows students an opportunity to clearly articulate their beliefs about teaching. Part of the CEC requirement for teachers is that they write out their beliefs on teaching and education. By the end of the semester you are required to compose a philosophy of teaching. It can take almost any form. It must answer the

questions: What is teaching? What is learning? What is the responsibility of society to teachers and students.

Letter Grades will be assigned according to the following percentage of TOTAL POINTS earned:

A = 93-100%  
A- = 90-92.99  
B+ = 87-89.99  
B = 83-86.99  
B- = 80-82.99  
C+ = 77-79.99  
C = 73-76.99%  
C - =70-72.99%  
D=60-69%  
F<60%

## **Honor Code**

All academic work must meet the standards contained in “A Culture of Honesty.”<sup>2</sup> Students are responsible for informing themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be Found at:

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

Plagiarism will not be tolerated. Please see the above listed website for an explanation of plagiarism. The instructor of the course is bound by the University’s Honor Code to submit student work that is believed to have been plagiarized the University. It is not the role of the instructor to judge the intent behind copied work but only to report it to the University.

## **Make up policy**

All assignments are due on their due date. Allowances will be made with ADVANCE notice to the instructor.

## **Disability**

If you have a disability and you are working with the LD Center or Disability Services, it is your responsibility to inform me within the first two weeks of class with proper documentation. Please do so as soon as possible so that I can make certain that I make the appropriate accommodations.

## **Disclaimer**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary via webct email.

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## **Horizon Wimba**

Horizon Wimba is a tool that I will use to communicate and interact with you. We will use it like a class meeting time. I will often present materials and we will have opportunity for discussion and interaction. The Sunday night before a “Live” Horizon Wimba presentation I will send an email reminder along with some questions that you should be ready to answer or discuss. Since this comes at the beginning of the module, I do not expect you to have mastery of the material but I expect you will have at least looked over it. If you cannot make the sessions that is OK (you can listen to the archive of the presentation). The archives will be available shortly after we finish. Not all sessions will be live. There are a handful of sessions that I have pre-recorded. Please note that I am able to track who attends Horizon sessions, who logs in, who listens to archives. If I notice low grades, that is one of the first things that I will check. Skipping material in the course is like skipping class—it is not professional.

## **Chat Room Protocol (Different from Horizon Wimba)**

We will periodically have optional group discussions in the chat rooms (Not the “Horizon Wimba” rooms but instead **text** based chatrooms). This is where I will hold office hours. These are not mandatory, but often helpful. When you are “in the room” I would like to offer a few suggestions in terms of protocol.

1. When you are typing a long message (more than about 4-5 words) or if you are a very slow typist, hit enter as you go so that the readers can see that you are still “talking”. You might type 3-4 words, hit enter and then keep typing. It gets a little strung out, but it helps to prevent folks from interrupting you (if someone is “talking” please try to not interrupt).
2. I will ask a lot of Yes/No questions, often making sure something is clear. E.g. “Everyone understand?”, when I do this, just quickly type a Y or N and hit enter, it allows me to see if we are ok.
3. If you have a question at any point during a chat, just type a ? mark and hit return. I will “call” on you as soon as I can.
4. If things get exciting with lots of people typing (and not reading), I may “yell” STOP. If I do, please just pause so we can reorganize. It is possible to send “Private” messages. This is done by clicking on someone’s name and then typing a message. If you do this, that is fine, just make sure you know if your comment is going to the group, or going to one person.