

Northeast Georgia Resa
HB671 Exceptional Children's Course - Online (SD28121)
Course Syllabus

Course Number: SD28121
Course Credit: 5 hours
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Description:

This course has been carefully designed to give the participants an understanding of the exceptional child, and the implications of teaching this population of students. In addition, it focuses on the identification and best practices techniques of teaching exceptional individuals in the regular classroom. This course meets requirements of Georgia House Bill 671 for regular educators.

Requirements:

This course is assessed on a Pass/Fail basis. Students are required to earn 80% of possible course points to earn a passing grade for this course.

This course is designed in weekly modules. Modules will be opened by 8:00 p.m. Sunday of each week and the assignments for that module will be due on the following Sunday by midnight. I will more than likely open modules ahead of time, and if so, you are more than welcome to work ahead. Any work is gladly accepted early, however, late work will not be accepted and the student will forfeit the points assigned for that (those) particular activities.

Each module will contain:

- a. a reading assignment (from text and/or supplemental reading)
- b. one to two written assignments
- c. a discussion forum

Course Schedule:

*The dates below are the days that the module opens. It is due the following Sunday.

Week One Course begins. Introduction discussion assigned.

Week Two	Module One: History, Laws, Introduction to special education
Week Three	Module Two: Cultural, Linguistic, and Instructional Diversity
Week Four	Module Three: Least Restrictive Environment mandate, Inclusion, Collaboration
Week Five	Module Four: Learning Disabilities
Week Six	Module Five: Mental Retardation and Speech/Language Disabilities
Week Seven	Module Six: Emotional and Behavior Disorders and Autism
Week Eight	Module Seven: Low-incidence Disabilities
Week Nine	Module Eight: IEP writing, Eligibility, SST, IEP Teams, Placement
Week Ten	Module Nine: Assistive technology, transition
TBA	Final Exam

Group Discussions

Each course participant will be assigned to a group. In this group, participants will respond and reply to the weekly discussion question. Participants are to post an initial response to the weekly question by midnight Tuesday and are then to reply to two peoples' responses by midnight on Sunday of the same week. This is more fully explained in the course Handbook.

Grading of discussions:

0- no attempt at response or reply

4- a response or replies were posted on time (not both, one was missed)

8 (target) - both response and replies were on time, thoughtful, and appropriate for topic

10- both response and replies were on time and deeply insightful or participation was especially enthusiastic

Learning Objectives

This course is intended to:

1. Define and present the philosophy of inclusion.
2. Introduce the laws related to the education of students with disabilities.
3. Explore the identifying characteristics of students with disabilities and their distinct exceptionalities.
4. Provide practical information relative to the referral process, instructional modifications, and current inclusive practices.
5. Introduce students to the IEP process and components, and the role for both regular and special educators in the implementation of the IEP.
6. Provide tips and strategies for the successful inclusion of students with disabilities.

Required Materials

Bui, Y. & Meyen, E. (2007). *Exceptional children in today's schools. What teachers need to know.* (4th ed.). Denver: Love Publishing.