

Introduction to the Exceptional Learner
Glendale Community College
Spring 2009
EDU 222
Section 19787—8:00-8:50
HONORS SECTION
M,W, class with Hybrid assignments
CL-11

Contact information

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Official Course Description
Introduction to the Exceptional Learner

Overview of the exceptional learner, one who differs from the average or normal, with emphasis on factors relating to current practices, identification, characteristics, and educational adaptations. Issues related to mildly disabled, severely disabled, emotionally and behaviorally disordered, mentally retarded, and gifted students. Includes school-based practicum. Prerequisites: None.

MCCCD Official Course Competencies:

1. Trace the history of society's treatment of the exceptional learner, including the implications of current legislation. (I)
2. Identify early intervention priorities and programs for the exceptional learner. (I)
3. Describe the Individualized Education Plan (IEP) and other parent, family, and social support systems. (II)
4. Describe the Individual Family Services Plan (IFSP) and other parent, family, and social support systems. (II)
5. Describe educational adaptations for the exceptional learner. (II, XI)
6. Describe educational considerations for children with mental retardation and developmental disabilities and those with emotional and behavior disorders. (IV)
7. Identify and explain factors to consider in defining and diagnosing learning disabilities. (V)
8. Compare and contrast language and speech disorders. (VI)
9. Analyze the controversy over the use of assistive technology and augmentative communication devices for children with language and speech disorders and for children with hearing or visual impairments. (VI, VII, VIII)

10. Compare neurological impairment, musculoskeletal condition, congenital malformation, and other physical disabilities and health problems. (IX)
11. Describe characteristics of children with multiple severe disabilities. (X)
12. Describe qualities and characteristics of gifted learners. (XI)
13. Explain the State Board of Education Professional Teaching Standards that relate to the exceptional learner. (XII)

HYBRID COURSE

This is a hybrid course. A “normal” course meets for 150 minutes per week. This class will only meet face-to-face for 100 minutes. The other required time will be spent completing independent assignments. There will be online chapter quizzes and additional “hybrid” assignments. These assignments will be posted on Blackboard and will have specific due dates. The URL for Blackboard is <https://ecourses.maricopa.edu/webapps/login>. You can complete these assignments in the computer lab at GCC or at home.

Required Textbook: *Teaching Students with Special Needs in Inclusive Settings*, Fifth Edition. Authors: Smith, Polloway, Patton, and Dowdy.

Attendance policy: Your attendance is very important to your success in this class. There are many group activities, videos, and important discussions that you will miss if you are late or absent. Attendance will be taken every day and absences will count from the very first day of class. The only excused absences are those stated in the student handbook. There are 50 attendance points. After 2 absences, 10 points will be deducted for every absence.

In class points: 50 points will be earned in class, so it is important that you are here every class period. In-class projects/points cannot be made up if you are absent.

Withdrawal Policy: The last day to withdraw from a course without the instructor’s signature is Friday, March 6th. After this date, you must obtain the instructor’s signature and the instructor has the option of giving a W (withdrawal passing) or a Y (withdrawal failing). It is the student’s responsibility to initiate a withdrawal. If you just stop coming to class, you will receive a failing grade.

Disability Accommodation: Please see me if you have a documented disability that may require accommodations. I will be happy to work with the Disability Services and Resources (DSR) office to coordinate the necessary accommodations. The phone number for DSR is 623-845-3080. They are located in the TDS building.

Testing Policy: Students are expected to take all tests in class, on the day indicated on the syllabus. In an extreme emergency, you may contact me **before the class time** to arrange for a make-up test. At the discretion of the instructor, the make-up test may be different from the original test. If it is not an emergency and you do not contact me before class, you will be given a “0” for the test.

Due dates: The syllabus clearly states all due dates and you are given ample time to complete assignments. **To get full credit, the assignment must be turned in at the beginning of the class period on the date it is due. There will be 25% deduction for every class period that the assignment is late.** Being absent is not an excuse for late work. It is your responsibility to get assignments to me on time, even if you are not going to be in class.

Academic dishonesty: Cheating and plagiarism will not be tolerated. Penalties for academic misconduct will be determined by the instructor and may include grade adjustment or course failure. See the current GCC student handbook for more information.

Professionalism: You are required to do three observations for this class. Please dress and act professionally. Your reputation and the reputation of GCC are on the line. Schools have strict dress codes, behavior codes, and confidentiality is required.

Audio taping: Prior approval is required for taping of the class.

As a courtesy to your fellow classmates, please turn off all cell phones. Cell phones and other electronic devices must remain out of sight during tests.

Assignment Details

Hybrid assignments will be listed weekly on Blackboard. It is your responsibility to check Blackboard and submit the assignments on time. There will be 12 online quizzes and 12 hybrid assignments during the semester. These quizzes and assignments are worth 500 points. Take them seriously!

Chapter Quizzes: Chapter quizzes will be taken on Blackboard. The quiz will be found in the tab called “Course Materials”. The due date of each quiz is listed in the syllabus. You must complete the quiz BEFORE you come to class on the due date. The quiz has no time limit and you can save your answers if you aren’t able to complete the quiz in one sitting, but you can only submit your answers once. Once the quiz is submitted, it will be graded and you cannot go back and take it again. The grade will automatically be entered in the Blackboard gradebook.

Parent Panel Reaction Paper—25 points

Due February 23

A group of parents from Raising Special Kids will visit our class. They will be happy to answer any and all of your questions about what it is like to raise a child with special needs. After listening to the panel, you will be required to write a 2-page (double-spaced, 12 font) reaction paper. If for some reason you are absent on the day the panel comes to class, you will be required to do an alternate assignment.

Honors Choice Activities—Choose 2 (50 points each—due dates TBA)

- Volunteer for Future Educators Conference to be held at GCC on March 6
- Book review—See me for a book list and assignment details
- Design a project to be displayed at the April 1st Prospective Student Night for Honors Students (poster session, project, etc.)
- Volunteer for at least 15 hours in a special education setting.
- Develop a Children’s Literature List of books dealing with disabilities
- Develop a Resource file (support groups, community agencies, advocates, respite, etc.)
- Research medication used for various conditions (ADHD, bipolar, asthma, epilepsy, etc.)
- Research assistive technology (HI, VI, autism, physical disabilities, etc.)
- Be a Science Fair Judge at Candeo School, Friday, February 20th (4th-6th grade students) This would be a great project to work with a partner.
- Other ideas? See me for approval

Observations--(3 required—25 points each)

Due dates: March 25, April 8, and April 29

You must find three different setting to observe. Many schools will require a fingerprint clearance. If you do not have a clearance card, you will have to choose from other options listed. Choose from the following:

- Special education classroom (self-contained)
- Special education classroom (resource room)
- Gifted classroom
- Private special education school or center, such as Gompers, ACES, Arizona Day School for the Deaf, United Cerebral Palsy, Foundation for Blind Children
- Best Buddies Activity
- Special Olympic event
- GCC Adaptive Fitness Center
- Phoenix Public Library Special Needs section
- Therapy sessions—speech, physical, occupational, music, art, horse, applied behavioral analysis
- Interview a special education teacher, therapist, school psychologist
- Recreation opportunities for children with disabilities
- Others? Please check with me.

You must submit the observation form, signed by the teacher for each observation. **The observation form is your note-taking device. You must turn in the signed observation form with a 2-page typed paper.** (12 font, double-spaced) If you need help finding classrooms, see me early in the semester. Do not wait until the last minute. It may take time to get permission to observe! Please remember that you must dress and act like a professional while in the classroom. When completing your observation paper, do

not use full names of students you meet in the classroom. Confidentiality is very important. Our local schools will not let us observe if we break this trust.

Calendar of Due Dates			
Assignment	Date	Points	Score
Chapter 1 quiz	Jan. 28	20	_____
Hybrid #1	Jan. 28	20	_____
Chapter 2 quiz	Feb. 2	20	_____
Hybrid #2	Feb. 2	20	_____
Chapter 3 quiz	Feb. 9	20	_____
Hybrid #3	Feb. 9	20	_____
Chapter 4 quiz	Feb. 18	20	_____
Hybrid #4	Feb. 18	20	_____
Parent Panel Reaction Paper	Feb. 23	25	_____
Test #1 (Chapters 1-4 and Vocabulary)	Feb. 25	75	_____
Chapter 5 quiz	March 2	20	_____
Hybrid #5	March 2	20	_____
Chapter 6 quiz	March 9	20	_____
Hybrid #6	March 9	20	_____
Chapter 7 quiz	March 23	20	_____
Hybrid #7	March 23	20	_____
Observation #1	March 25	25	_____
Chapter 8 quiz	March 30	20	_____
Hybrid #8	March 30	20	_____
Test #2 (Chapters 5-8)	April 6	50	_____
Observation #2	April 8	25	_____
Chapter 9 quiz	April 13	20	_____
Hybrid #9	April 13	20	_____
Chapter 10 quiz	April 20	40	_____
Hybrid #10	April 20	20	_____
PowerPoint Presentation	April 20-22	25	_____
Hybrid #11 quiz	April 27	20	_____
Chapter 11	April 27	20	_____
Observation #3	April 29	25	_____
Chapter 12 quiz	May 4	20	_____
Hybrid #12	May 4	20	_____
In class points	All semester	50	_____
Attendance	All semester	50	_____
Final Exam (Chapters 9-12)	See schedule	50	_____
Take home portion of final	See schedule	50	_____
Honors project #1	TBA	50	_____
Honors project #2	TBA	50	_____
TOTAL		1050	_____

Every effort will be made to adhere to this syllabus and schedule of due dates, but it may be necessary to vary from this outline to meet the needs of this particular class. Students will be notified of any changes in due dates, course requirements or policies.

Grading Scale

945-1050 points = A (90%)

840-944 points = B (80%)

735-839 points = C (70%)

630-734 points = D (60%)

629 or below = F

The last day of class is Wednesday, May 6th.

Final exam will be on Monday, May 11th at 8am.

Students are responsible for the information contained in this syllabus. Students are also responsible for all college policies stated in the college catalog and student handbook.

Keys to success

- Get organized! There is something due every week.
- Check Blackboard every week for your hybrid assignment.
- Read your textbook every week and complete the online quiz.
- Proof read all of your assignments for spelling and grammatical errors. If writing is difficult for you, seek the assistance of the Writing Center.
- Don't miss class. Don't be late—professionalism starts now!
- Don't put off your observations until the last minute. It takes time to find and get permission to observe.
- Contact me if you have any questions or concerns. Don't wait until the problem is too big to solve!

Honors Projects—Please return this page to me by February 3rd.

Name _____

2 required— Be specific. If you are going to read a book, list the title. If you are going to volunteer, tell me where. If you are going to do an honors project to display, describe your idea.

1.

2.
