

Instructor: Mary Alpaugh  
Course/Section #: Edu 222/23670  
T/Th: 5:45-7:00  
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Instructor Hours of Availability: During the semester, I will respond to email on a daily basis. We can also arrange a time to meet on campus. Please see me after class so that we can schedule "on-campus" office hours.

Course Descriptions 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.

Prerequisites: None

Course Note: May include twenty (20) hours of field experience in an elementary or secondary classroom environment

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

### 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
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 Arizona State Board of Education Professional Teaching Standards that relate to the exceptional learner. (XII)

Course Outline:

- I. Educational Definition of Exceptional Children and Youth
  - A. Prevalence and trends in legislation and litigation
    - 1. PL94-142
    - 2. IDEA
  - B. Philosophical roots: deinstitutionalization
  - C. Early intervention
  - D. Mainstreaming
  - E. Inclusion (full and partial)
  - F. Transition to independent living
- II. Parents and Families of Children with Exceptionalities
  - A. Effects on the parents and family
  - B. Individual Education Plan (IEP)
  - C. Individualized Family Services Plan (IFSP)
  - D. Social support systems
- III. Mental Retardation and Developmental Disabilities
  - A. Psychological and behavioral characteristics
  - B. Causes and assessment
  - C. Educational consideration
- IV. Emotional and Behavioral Disorders
  - A. Psychological and behavioral characteristics
  - B. Causes and assessment
  - C. Educational considerations
- V. Learning Disabilities
  - A. Psychological and behavioral characteristics
  - B. Causes and Assessment
  - C. Educational considerations
- VI. Communication Disorders
  - A. Psychological and behavioral characteristics
  - B. Language and speech: causes and assessment
  - C. Educational considerations
  - D. Assistive technology
  - E. Augmentative communication devices
- VII. Hearing Impairment
  - A. Psychological and behavioral characteristics
  - B. Causes and assessment
  - C. Educational considerations
  - D. Assistive technology
- VIII. Visual Impairment
  - A. Psychological and behavioral characteristics
  - B. Causes and assessment
  - C. Educational considerations
  - D. Assistive technology
- IX. Physical Impairments
  - A. Psychological and behavioral characteristics

- B. Neurological, musculoskeletal, congenital, accidental causes
  - C. Educational considerations
  - D. Classroom adaptations and ancillary equipment
- X. Multiple Severe Disabilities
- A. Physical, psychological and behavioral
  - B. Autism
  - C. Pervasive developmental disorders
  - D. Other multiple and severe disabilities
  - E. Causes and assessment
  - F. Educational considerations
- XI. Giftedness
- A. Psychological and behavioral characteristics
  - B. Attitudes toward the gifted
  - C. Educational considerations
  - D. Classroom placements
- XII. Arizona State Board of Education Professional Teaching Standards

Class Format: We will work together using our classmates as resources for reviewing assignments. Peer review provides an excellent opportunity to bounce ideas off of each other. With this in mind, please do not write anything of a sensitive nature. Remember the purpose of this is to receive POSITIVE feedback from our peers. We have a lot to learn from each other!

Anyone needing additional assistance should contact me as soon as possible. In addition, free tutors are available by contacting the Learning Assistance Center.

Disability Resource Center: The Disability Resource Center is located in SPS 31. Their phone number is 623-435-3080. Please contact them if you have a disability that may have some impact on your work in this class; and for which you may require accommodations. If you have a disability that requires attention, please contact me during the first week of classes.

Plagiarism Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

Council of Writing Program Administrators

\*Plagiarizing or cheating on minor assignments will result in a 0.

\*Plagiarizing or cheating on major assignments will result in class failure.

Withdrawal:

I will work with you to help you avoid withdrawing from this class. There are instances that are unforeseen and in which withdrawal is unavoidable. To withdraw from the class, the student must call 623-845-3333 during registration hours. The Office of Admissions and Records provides information about the withdrawal process. I will not withdraw any students, past the student initiated withdrawal deadline. The official date of withdrawal is the last date of attendance as determined by the student's withdrawal or as reported by the instructor. The last date of attendance determines refunds. See also; [policy on withdrawal from specific courses](#) \*Dropped students will not be reinstated.

Disclaimer statement: Dependent upon the needs of this class, course content may vary from this outline.

Attendance: Attending each class session is crucial for your success in this class. You may accumulate no more than three excused absences. Coming to class late or leaving early will not give you the full benefit of this class. Two tardies (this includes leaving early) equals one absence. If you accumulate more than three absences, you may be dropped from the class. Please see the GCC Student handbook for a full statement of the policy.

Taping Policy: If you have a reasonable need to tape lectures, please request permission in writing prior to the second week of classes. Otherwise, taping class lectures is not permitted.

Grading Policy : Final Grades will be calculated in the following way:

Total Possible Points 700  
A= 630-700  
B=560-629  
C=490-559  
D=420-489  
F=419 and below

#### Tentative Class Schedule and Assignment Due Dates

Disclaimer statement: "Course content may vary from this syllabus to meet the needs of this particular class. Students will be notified in class by the instructor when adjustments to this syllabus are required." The course calendar is subject to change, dependent upon the needs of this class.

Week 1: 1/19 and 1/21  Syllabus, History of Disabilities in American Education, Wrights Law HW: Read Chapters 1 and 2
Week 2: 1/21 and 1/26  History of Education for Students with Disabilities continued, IDEA, Inclusion, IEP/504 HW: Read Chapter 5
Week 3: 2/2 and 2/4  <b>Current Events and Reaction Paper Due 2/2 (100 points)</b> Learning Disabilities-Cp 5

<p>Week 1: 1/19 and 1/21</p> <p>Syllabus, History of Disabilities in American Education, Wrights Law HW: Read Chapters 1 and 2</p>
<p>Week 4: 2/9 and 2/11</p> <p>Learning Disabilities HW: Read Chapter 6, Review material for test.</p>
<p>Week 5: 2/16 and 2/18</p> <p><b>Test 1- LD/History of Disabilities 2/16 (100 points)</b> Emotional Behavioral Disorders Cp 6</p>
<p>Week 6: 2/23 and 2/25</p> <p>Emotional Behavioral Disorders HW: Read Chapter 7, Review material for test.</p>
<p>Week 7: 3/2 and 3/4</p> <p><b>Test 2-ED/BD 3/2 (100 points)</b> Intellectual Disabilities Cp 7</p>
<p>Week 8: 3/9 and 3/11</p> <p>Intellectual Disabilities Cp 7 HW: Read Chapter 8</p>
<p>Week 9: 3/16 and 3/18</p> <p>Spring Break</p>
<p>Week 10 : 3/23 and 3/25</p> <p>ADHD Cp 8</p>
<p>Week 11: 3/30 and 4/1</p> <p>ADHD</p>
<p>Week 12: 4/6 and 4/8</p> <p><b>ADHD Test 4/6 (100 points)</b> Autism Spectrum cp 9</p>

Week 1: 1/19 and 1/21

Syllabus, History of Disabilities in American Education, Wrights Law  
HW: Read Chapters 1 and 2

Week 13: 4/13 and 4/15

Autism Spectrum cp 9  
HW: Read Chapter 14, Review material for test.

Week 14: 4/20 and 4/22

**Test 4 -Autism 4/20 (100 points)**

Week 15: 4/27 and 4/29

Computer Lab Week-Final Exam Preparation

Week 16: 5/4 and 5/6

**Observation Presentations and Paper Due 5/6 (100 points)**

**5/11 FINAL EXAM (100 points)**

### Essay Grading Rubric

All essays will be evaluated using the following traits and their corresponding point value. Note: The essay assignment is weighted 5 times the value of this rubric.

Point Value	5	4	3	2	1
Ideas	Significant thesis, reflecting thought and insight; Concrete support that integrates examples, facts, and statistics with detailed explanation	Strong thesis, demonstrating insight and independent thought; Thorough development of major ideas	Clearly-stated thesis forecasting essay's organization; Concrete support for each major point	Vague or unclear thesis; Illogical or incomplete development of ideas	Missing, invalid, or inappropriate thesis; Insufficient, vague, or illogical support
Arrangement	Thoughtful, logical progression of supporting ideas in carefully constructed paragraphs; Mature transitions	Logical arrangement of supporting points in coherent paragraphs; Effective transitions	Acceptable arrangement of ideas; Satisfactory paragraph construction; Adequate transitions	Confusing arrangement of ideas; Unclear or immature paragraph construction; Weak transitions	No discernible pattern of organization; Unfocused paragraphs; Coherence problems
Style	Appropriate tone, distinctive voice; Sentences varied for rhetorical effect; Vivid diction, precise word choices	Appropriate tone; Clear sentences, varied in length and structure; jargon-free diction	Appropriate tone; Clear sentences; Effective diction	Inappropriate tone; Little variety or emphasis in sentence structures; Vague diction, imprecise word choices	Inconsistent tone; Awkward, unclear, or immature sentences; Bland diction, faulty word choice
Mechanics	Consistent standard English usage, spelling, and punctuation	Few, if any errors in usage, spelling, and punctuation	No major errors in usage, spelling, or punctuation	Distracting errors in usage, spelling, or punctuation	Many or major errors in usage, spelling, or punctuation

