

Glendale Community College 6000 West Olive Glendale, AZ 85302

EDU 222  
Cultural Diversity in Education  
Spring 2010

Section 53787, Tuesday & Thursday 3:00 –4:50 p.m., CL10

**Instructor:** Dr. Vanessa Rector-Booker

**E-mail:** [vanessa.rector.booker@gcmail.maricopa.edu](mailto:vanessa.rector.booker@gcmail.maricopa.edu)

**Phone:**

**Office Hours:** Tuesday & Thursday 2:00 – 2:00 LA Building ~ By appointment only ~  
Always delighte to meet with you.

**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)

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**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. One free absence and then 10 points will be deducted for every absence. Being late or leaving early is considered ½ an absence. **Students who miss five unexcused class periods will be withdrawn from the class. The only “excused” absences occur when students are involved in an official activity of the college) field trips, tournaments, athletic events, severe illness) and an official absence excuse form to the professor. Jury duty and official subpoenas are also considered excused absences.**

**Withdrawal Policy:** The last day to withdraw from a course without the instructor’s signature is Friday, March 5th. 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 have excessive absences or 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. This includes any misrepresentation of required observations. 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**

**Chapter Quizzes:** Chapter quizzes to assess content and skill attainment will be given throughout the semester. The date of each quiz is listed in the section of **Calendar of Due Dates**.

### **Parent Panel Reaction Paper—25 points**

**Due Date: See Calendar of Due Dates**

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.

### **Observations--(3 required—25 points each)**

**Due Dates: See Calendar of Due Dates**

You must find three different settings to observe. Many schools will require a **fingerprint clearance**.

**Choose from the following:**

#### **Observation Settings...**

- 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
- 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

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.

### **Power Point Presentation...**

You will select an eligibility category of the disability that you feel a passion for and, present a 15 minute power point presentation on how to successfully work with the wonderful students identified with the eligibility category you have chosen. Be creative, research your category of choice...show success strategies you will use in working successfully with the child (children).

#### **Calendar of Due Dates**

<b>Assignment Date</b>	<b>Possible Points Score</b>
Chapters 1 & 2 quiz Feb. 9	40 _____
Chapters 3 & 4 quiz Feb. 23	40 _____
Parent Panel Reaction Paper March 9	25 _____
Test #1 (Chapters 1-3 & Vocabulary) March 11	75 _____
<b>~ Spring Break ~ March 15 – 19 ~</b>	
Chapters 5 & 6 quiz March 23	40 _____
Chapters 7 & 8 quiz March 30	60 _____
<b>Observation #1 Due March 25</b>	25 _____
Test #2 (Chapters 4-8) April 13	50 _____
<b>Observation #2 Due April 6</b>	25 _____
Chapters 9 & 10 quiz April 15	40 _____
PowerPoint Presentation April 19-21	25 _____
Chapters 11 & 12 quiz April 22	20 _____
<b>Observation #3 Due April 27</b>	25 _____
<b>Attendance &amp; Participation</b>	50 _____
<b>News You Can Use! /Evidence of Class Preparation</b>	
<b>Final Exam ~ May 11th</b>	100 _____
<b>Total Points</b>	<b>900</b> _____

