

**SUFFOLK COUNTY COMMUNITY COLLEGE  
EASTERN CAMPUS  
RIVERHEAD, NEW YORK**

**SPRING 2008  
COURSE OUTLINE**

**COURSE TITLE:** The Exceptional Child – Honors Course  
**CATALOG NO:** PC 63  
**INSTRUCTOR:** Professor Susan MacDonald  
**TIME/ROOM:** Corchaug Building, Room C005  
Thursdays 6:00 – 9:00 pm  
**TEXT:** Special Education in Contemporary Society, An Introduction to Exceptionality, By Richard M. Gargiulo  
Published by Wadsworth/Thomson Learning, 2006

**COURSE OBJECTIVES:**

The student will be able to define terms, policies, and programs within the field of Special Education.

The student will comprehend the nature of the needs of special education students and begin to develop a practical and compassionate approach to working with them.

The student will be introduced to school, community, state and federal perspectives and responsibilities towards students with special needs.

The student will be aware of the psychological, educational, medical parental and legal aspects of special education.

The student will be prepared for further studies within the field of special education.

The student will become acquainted with the No Child Left Behind legislation and it's implications for special education students.

The student will be able to use correct terminology and definitions of concepts, diagnosis and disorders, and educational plans and interventions applicable to the exceptional child.

The coursework will introduce major themes and contemporary issues in special education.

The coursework will introduce the range of exceptionalities and disorders and relevant educational strategies and interventions.

The course work will introduce the student to aspects of the assessment process and assessment tools used evaluate aspects of exceptional children.

**PROCEDURE FOR ACCOMPLISHING THESE OBJECTIVES:**

Lectures, discussions, learning activities, text and outside readings, field work, current events, and class presentations. Classroom lectures will compliment, clarify, and elaborate on the material presented in the textbook. Classroom discussions will be encouraged when appropriate and relevant. Use of technology is implemented throughout this course.

### **STUDENT REQUIREMENTS FOR COMPLETING THIS COURSE:**

Each student is required to read the assigned chapters prior to class meeting.

Each student shall participate during class time.

Each student shall complete their homework/assignments in accordance with their corresponding due dates.

Each student is responsible for taking notes during class meetings, organizing their materials and saving their graded test and assignments.

There will be two exams and a comprehensive final. The exams will be multiple choice and/or short answer. Presentations, and (2)papers are also required.

### **GRADING:**

Exam 1	20%
Exam 2	20%
Presentations & class participation/notes	20%
Research Papers (2)	20%
Comprehensive Final	<u>20%</u>
	100%

Each test will have 2 forms (A and B). If you are going to miss a test you MUST tell the instructor before that class to be eligible to take the make-up. The “B” form of the test is the make-up and it is a more difficult version of the test. If you do miss a test you must make it up BEFORE the next class session. Please contact the instructor to find out where and when the make-up will be available.

### **RULES CONCERNING STUDENT ATTENDANCE:**

Attendance is required. At the discretion of the instructor a student may be dropped after 2 absences. Lateness and attendance is handled in accordance with the college’s policies. As a result, a student’s grade will be effected by lateness and absenteeism.

## **Class Schedule**

(Please note: the class subject to change due to coverage of topics.)

Two guest lecturers are planned for this class.

Outside assignments may include visiting other facilities.

<b><u>Date</u></b>	<b><u>Chapter</u></b>	<b><u>Topic</u></b>
February 7	1,2	Special Education
February 14	2	Policies, Practices, and Programs
February 21	3	Cultural & Linguistic Diversity Discussion on Chapters 1 - 3 Review for Exam
February 28	4	Parents, Families & Exceptionalities Exam 1
March 6	5, 6	Exam results - discussion Persons with Mental Retardation Persons with Learning Disabilities Presentations
March 13	7, 8	Persons with ADD/ADHD Persons with Emotional or Behavioral Disorders Presentations
March 20		No School Spring Break
March 27	9	Review for Exam Children who are Gifted and Talented Exam 2
April 3	10	Exam 2 results - discussion Persons with Speech & Language Disorders
April 10	11, 12	Persons with Hearing Impairments Person with Visual Impairments Paper Due
April 17	13, 14	Person with Pervasive Developmental Disorder Persons with Physical or Health Disabilities
April 24		Presentations Discussion of Chapters 10 - 14 Review for Final Exam
May 1		Final Exam
May 8		Presentations Class Summary