

## Exceptional Person – 10-809-138 – Spring Semester 2010

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**Office Hours:** Virtual Office Hour – Mon. 11am – noon  
Tuesday - 4 pm to 5 pm  
Wednesday – 8 am to 9 am and noon to 1 pm  
Friday – 8 am to 9 am

**Course Meeting Time:** Tuesday from 1 pm to 3:50 pm  
Room: A239

**How to Contact Me:** If I am not at the office, feel free to contact me by voice mail or e-mail. I am also available before and after class for questions, comments, or to set an appointment. I check my e-mail regularly and will respond to your e-mail messages promptly.

### Course Information

**Course Description:** This course is designed to provide an introduction to exceptional persons. Topics studied include cognitive disability, giftedness, learning disabilities, emotional disorders, visual impairments, hearing impairments, and various physical disabilities. Learning activities will focus on educational, legal, and personal life issues.

**Prerequisite:** none

### Performance Based Instruction

You, as a learner, are the most important part of instruction. As a result, performance-based tasks will identify what you must be able to do as a result of your learning. The tasks you are asked to do will determine how you can show that you have learned these skills. Performance-based instruction has many advantages for you:

- 1) You will know up front what you will learn, how you will demonstrate your competence, and how you will specifically show the learning you have achieved.
- 2) You will know the standards for evaluation before the performance test (for example through grading rubrics). You earn a grade according to how well you perform the skills rather than according to how well others in the class perform. You are not graded on a curve.
- 3) You are actively involved in the learning.
- 4) When you complete a learning experience, you have documentation showing the skills you have learned. You can use this information when you seek employment, admission to further education, advanced standing, or transfer of credit.

### **Course Competencies:**

1. Compare the historical perspective of special needs with the realities and challenges of today.
2. Investigate the provisions of legislation concerning the educational rights of exceptional individuals.
3. Evaluate the arguments used for and against the movement towards inclusion.
4. Establish a personal philosophy of education for exceptional individuals.
5. Summarize the basic causes of each of the exceptions.
6. Summarize the characteristics of each of the exceptions.
7. Explain the educational implications involved in each of the exceptions.
8. Demonstrate practical skills for working effectively with exceptional individuals.
9. Assess the impact of a person with a disability on the family at each life stage.
10. Recommend efforts that could be made toward the prevention of disabilities.
11. Predict the future challenges in the field of exceptional education.
12. Assess the importance of attitude in dealing with exceptionalities.

### **Core Ability Statement**

Core abilities are broad outcomes or skills that every graduate of an NTC program is expected to achieve. In order to have a competitive edge in the workforce, certain skills are expected by employers. In order for you to meet these demands, seven core abilities have been identified that are important to every area of learning.

***Communicate effectively***, which means that you apply appropriate writing, speaking, and listening skills in order to precisely convey information, ideas, and opinions.

***Act responsibly***, which means that you take responsibility for your own learning and actions. You can demonstrate this by completing your assigned tasks according to the deadlines and quality standards given in class.

***Work productively***, which means that you possess and apply effective work habits and attitudes. You can demonstrate this by reliably and accurately completing projects or tasks.

***Work cooperatively***, which means that you are capable of working with others collaboratively in diverse groups to complete tasks, solve problems, resolve conflicts, provide information, and offer support.

***Demonstrate integrity***, which means that you demonstrate ethical and professional behavior and take action when you recognize potential ethical dilemmas for yourself or others.

***Think critically and creatively***, which means that you apply logical reasoning in solving problems and can synthesize information to make decisions.

***Develop global awareness***, which means that you recognize the influence of diverse cultural perspectives on human thought and behavior.

***You will see that these core abilities are an important part of this class. Look for the italic core abilities throughout the syllabus for examples of how they are applied in our work together this semester.***

**Required Text:** *Exceptional Children*, 9<sup>th</sup> edition. William Heward. Pearson Education, Inc., 2009. ISBN: 13:978-0-13-514436-7

**Challenge Test:** There is a challenge test available for this course.

### Course Requirements & Grading Policy

This course consists of lecture/discussion, videos, case studies, small group participation, Internet activities, quizzes, interacting with guest speakers, and group projects. These assessments are performance-based tasks that will show me that you have learned.

To succeed in this course, complete the reading assignments before coming to class. On some occasions, you will be responsible for structuring your own time. Use it wisely. The grade you achieve is entirely up to you. **Advanced preparation, participation in class learning activities, and regular attendance, are strategies that will help you achieve success.** The chart below is a summary of the assessment plan for the class.

In-Class Learning Activities (case studies, video examples, small group work, current events, reaction papers to speakers)	460 points
Chapter Quizzes (45 points each) Each chapter will have a quiz consisting of 15 questions worth three points each.	540 points
<b>TOTAL POSSIBLE</b>	<b>1000 points</b>

Grades will be determined by dividing the total number of points earned by the total number of points possible (1000). Grades will be assigned by the following percentages:

100 - 93 % = A	80 - 79 % = C+
92 - 91 % = A -	78 - 70 % = C
90 - 89 % = B+	69 - 60 % = D
88 - 83 % = B	Below 60 % = F
82-81 % =B-	

**Computer Use: This is a web-enhanced class.** You will need access to a computer with Internet capability. If you do not have a computer, you may use one at any NTC computer lab, the NTC library, or at the public library. Your tests, handouts, grades/feedback, announcements, and course information are online through Blackboard. You may have some assignments that will require posting to Blackboard. I will provide an additional handout about accessing Blackboard and help desk information.

### Classroom Expectations & Policies

**Participation:** This course is designed to allow for active participation. It is important that you *work productively* and *communicate effectively*. During class participation it is important for you to *demonstrate integrity* by showing respect for your fellow students. Much of the learning that takes place in this class involves students *working cooperatively* in groups. Learning cannot happen unless you participate. This class will have the opportunity for guest speakers and your interaction during discussion time with

them is essential. Class discussions with our speakers will help you *develop global awareness* of different human experiences and cultural diversity.

**You will quickly find out that I make an effort to hear from everyone in the class and will call on people for opinions, feedback, and responses to questions.** I want to create a learning experience where everyone is involved and included. You are encouraged to ask questions and share comments. Learning is an active process and all of you have something to offer in this class. I relate material to current research, examples from my clinical experiences, and from the news. If you find relevant material in the news that relates to our topic, please bring it to the class for discussion. Your active involvement in the class promotes *critical thinking and creativity*.

**Accommodation:** If you have a documented disability and believe that you could benefit from academic accommodations, please visit the Student Success Center or call (715) 675-3331 ext. 1085. For more information please visit the NTC website <http://www.ntc.edu/students/student-services-disability.htm>

**NTC Policies:** Students with questions regarding affirmative action, equal opportunity, harassment, inclement weather, computer use, or information about any other NTC policies, may refer to the current NTC college catalog or the NTC website at <http://www.ntc.edu/students/policies.htm>

**Academic Dishonesty:** Learners need to *act responsibly* and *demonstrate integrity* in their learning journey. Learners that engage in dishonest behavior **will not receive credit** for the assessment material or learning activity and will be subject to disciplinary action under NTC policies and procedures. Academic dishonesty includes, but is not limited to cheating on assessments, failure to cite references, plagiarism, using another student's past project as your own, and copying a paper off the Internet.

**Attendance:** Class attendance contributes significantly to academic success. Students who *act responsibly* and attend classes regularly tend to earn higher grades. There are many activities planned for class time that require students to *work productively* and to *work cooperatively*. Participation in classroom learning activities is considered **essential** to meeting course competencies.

Attendance at all scheduled classes is expected, just as it is expected on the job. Learners can *demonstrate responsibility* by calling, sending an e-mail, or leaving a message if an unpreventable circumstance keeps you from attending. I also expect you to be in class on time. In the rare event that you are late, please come in quietly, without creating a class disruption.

**In Class Material:** Students will *demonstrate responsibility* for any material they miss, including materials handed out by the instructor. Please get notes from another classmate.

**Assignments:** Projects, in-class assignments, homework assignments, and other assorted exercises in combination with quizzes will be used for points. **No make-up work is allowed on any missed in-class assignments or exercises.**

**Extra credit:** At times, the instructor may indicate that a particular activity may be used for extra credit. Extra credit will be given at the discretion of the instructor.

**Make-up quizzes:** Quizzes are due during the time frame that is posted. You choose the time to take the quiz, during the days the quiz is posted. You are expected to plan ahead to allow time to take the quiz. **Quizzes cannot be "retaken" or "made-up."** In the event of an **emergency** (with proper documentation), arrangements may be made with the instructor if you contact her **PRIOR** to the quiz. The instructor will use her discretion in these cases.

**Late work:** Learners are expected to *work productively* and complete tasks by the date assigned. **Late work will not be accepted.** The instructor will use her discretion in cases of a documented emergency.

**Children in the Classroom:** Please make appropriate childcare arrangements and have a back-up plan for emergencies if your care provider is ill. Children are not allowed in the classroom.

**Conduct:** I expect students to be respectful of others. Students who are disrespectful of others will not be welcome in class and repeat offenders will be dropped from the class.

**Electronic devices:** Please **turn off** electronic devices and **put them away** during class time (i.e., cell phones, I-Pods, blackberries, and notebook computers). If you need an electronic device for disability accommodations, please see me for an exception.

**Topic Schedule and Reading Assignments:** The chart on the following pages outlines the general course schedule. *This schedule is subject to change, based on the availability of speakers.*

<b>WEEK &amp; TOPIC</b>	<b>COMPETENCY</b>	<b>READING</b>
<p><i>Week 1 1/19</i>  Syllabus, Introduction to Exceptions, Historical perspective  <i>Sm. Group Discussion 20 pts.</i></p>	<p>1. Compare the historical perspective of special needs with the realities and challenges of today.  12. Assess the importance of attitude in dealing with exceptionalities.</p>	Chapter 1
<p><i>Week 2 1/26</i>  Today's Issues  Future Challenges  IDEA Law  <i>Inclusion – Video Analysis 20 pts.</i>  <b>Ch 1 Quiz</b>  <b>Tues 1/26 (8 pm) – Sat 1/30 (11 pm)</b></p>	<p>1. Compare the historical perspective of special needs with the realities and challenges of today.  2. Investigate the provisions of legislation concerning the educational rights of exceptional individuals.  3. Evaluate the arguments used for and against the movement towards inclusion.  11. Predict the future challenges in the field of exceptional education.</p>	Chapter 2
<p><i>Week 3 2/2</i>  Parental Perspectives  <i>Speaker – 40 pt. reflection</i>  <b>Ch 2 Quiz</b>  <b>Tues 2/2 (8 pm) – Sat 2/6 (11 pm)</b></p>	<p>12. Assess the importance of attitude in dealing with exceptionalities.  9. Assess the impact of a person with a disability on the family at each life stage.</p>	Chapter 3
<p><i>Week 4 2/9</i>  Life Cycle Stages  Cultural Diversity  <i>In class activity- 20 pts.</i>  <b>Ch 3 Quiz</b>  <b>Tues 2/9 (8 pm) – Sat 2/13 (11 pm)</b></p>	<p>9. Assess the impact of a person with a disability on the family at each life stage.  10. Recommend efforts that could be made toward the prevention of disabilities.</p>	Chapter 3
<p><i>Week 5 2/16</i>  Intellectual Disabilities  <i>Speakers – 40 pt. reflection</i></p>	<p>6. Summarize the characteristics of each of the exceptions.  7. Explain the educational implications involved in each of the exceptions.</p>	Chapter 4
<p><i>Week 6 2/23</i>  <i>Historical Perspective – Video &amp; group discussion – 20 pts.</i>  Characteristics, Causes &amp; Prevention  <b>Ch 4 Quiz</b>  <b>Tues 2/23 (8 pm) – Sat 2/27 (11 pm)</b></p>	<p>5. Summarize the basic causes of each of the exceptions.  10. Recommend efforts that could be made toward the prevention of disabilities.</p>	Chapter 4
<p><i>Week 7 3/2</i>  Learning Disabilities  <i>In class activity – 10 pts.</i>  <i>Speaker – 40 pt. reflection</i></p>	<p>5. Summarize the basic causes of each of the exceptions.  6. Summarize the characteristics of each of the exceptions.</p>	Chapter 5
<p><i>Week 8 3/9</i>  Learning Disabilities, cont.  <i>In class group activity – 40 pts.</i>  <b>Ch 5 Quiz</b>  <b>Tues 3/9 (8 pm) – Sat 3/13 (11 pm)</b></p>	<p>8. Demonstrate practical skills for working effectively with exceptional individuals.</p>	

<p><i>Week 9 3/16</i>  Emotional or Behavioral Disabilities  <i>Autism – Video Analysis 40 pts.</i>  <b>Ch 6 Quiz</b>  <b>Tues 3/16 (8 pm) – Sat 3/20 (11 pm)</b></p>	<p>5. Summarize the basic causes of each of the exceptions.  6. Summarize the characteristics of each of the exceptions.  7. Explain the educational implications involved in each of the exceptions.</p>	Chapter 6
<p><i>Week 10 3/23</i>  Autism Spectrum Disorders  <i>Speaker – 40 pt. reflection</i>  <b>Ch 7 Quiz</b>  <b>Tues 3/23 (8 pm) to Sat 3/27 (11 pm)</b>  <b><i>Spring Break 3/29 to 4/4/09 ☺No class on 3/30</i></b></p>	<p>8. Demonstrate practical skills for working effectively with exceptional individuals.</p>	Chapter 7
<p><i>Week 11 4/6</i>  Deafness &amp; Hearing Loss  <i>In class activities – 10 pts.</i>  <i>Speaker – 40 pt. reflection</i>  <b>Ch 9 Quiz</b>  <b>Tues 4/6 (8 pm) – Sat 4/10 (11 pm)</b></p>	<p>5. Summarize the basic causes of each of the exceptions.  6. Summarize the characteristics of each of the exceptions.  7. Explain the educational implications involved in each of the exceptions.</p>	Chapter 9
<p><i>Week 12 4/13</i>  Blindness &amp; Low Vision  Dog Guides &amp; Accessible Technology  <i>Speaker – 10 pts. questions for speaker</i>  <i>Sighted-guide Technique &amp; Practice – 40 pts.</i>  <b>Ch 10 Quiz</b>  <b>Tues 4/13 (8 pm) – Sat 4/17 (11 pm)</b></p>	<p>4. Establish a personal philosophy of education for exceptional individuals.  5. Summarize the basic causes of each of the exceptions.  6. Summarize the characteristics of each of the exceptions.  7. Explain the educational implications involved in each of the exceptions.</p>	Chapter 10
<p><i>Week 13 4/20</i>  Physical Disabilities, Health Impairments &amp; ADHD  <i>In class activity – 10 pts.</i>  <b>Ch 11 Quiz</b>  <b>Tues 4/20 (8 pm) – Sat 4/24 (11 pm)</b></p>	<p>8. Demonstrate practical skills for working effectively with exceptional individuals.  12. Assess the importance of attitude in dealing with exceptionalities.</p>	Chapter 11
<p><i>Week 14 4/27</i>  Severe/Multiple Disabilities &amp; TBI  <i>Speaker. – 40 pt. reflection</i>  <b>Ch 12 Quiz</b>  <b>Tues 4/27 (8 pm) – Sat 5/1 (11 pm)</b></p>	<p>5. Summarize the basic causes of each of the exceptions.  6. Summarize the characteristics of each of the exceptions.  7. Explain the educational implications involved in each of the exceptions.</p>	Chapter 12
<p><i>Week 15 5/4</i>  Giftedness and Talent  <i>In class activity – 20 pts.</i>  Putting it all together – Course Evaluation</p>	<p>5. Summarize the basic causes of each of the exceptions.  6. Summarize the characteristics of each of the exceptions.  7. Explain the educational implications involved in each of the exceptions.</p>	Chapter 13
<p><i>Week 16 5/11 (Last day of class)</i>  <b>Ch 13 Quiz</b>  <b>Tues 5/4 (8 pm) to Tuesday 5/11 (11 pm)</b></p>	<p>11. Predict the future challenges in the field of exceptional education.</p>	