



WACO, TEXAS

**COURSE SYLLABUS
AND
INSTRUCTOR PLAN**

**The Exceptional Person
CMSW 1323.87**

Rebecca Boggus

The Exceptional Person
CMSW 1323.87

Course Description:

CMSW 1323 – The Exceptional Person:

Study of physical, intellectual, and learning disabilities, sensory deficits, and the exceptionally gifted individual throughout the lifespan. Includes educational approaches and an introduction to the continuum of service delivery systems for various disabilities and conditions. Semester Credit Hours 3 (3 lec)

Prerequisites and/or Corequisites:

None

Course Notes and Instructor Recommendations:

All course material will be delivered via the internet on Brightspace. The required textbook is needed to complete the course. There are 15 units, each of which will have a chapter of reading from the textbook, a chapter quiz, a discussion board prompt, and various supplemental learning materials as appropriate. Students will need to make regular weekly time to review the lessons thoroughly and complete the assignments. A reasonable level of self-discipline is needed to successfully complete the course.

Since the course is fully online, students need working knowledge of web browser use, email, D2L/Brightspace, and appropriate online behavior for a college course. If you need help with these things, contact me immediately before you fall behind.
CMSW 1323 is offered all semesters

Instructor Information:

Instructor Name:	Rebecca Boggus
MCC E-mail:	bboggus@mclennan.edu
Office Phone Number:	254 299 8772
Office Location:	CSC E 129 E
Office/Conference Hours:	See schedule on office door

Required Text & Materials:

Title: *Human Exceptionality*
Author: Michael Hardman, Clifford Drew, M. Winston Egan
Edition: 12th Edition
Publisher: Wadsworth, Cengage Learning
ISBN: 978-1-305-50097-6

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

Student Support/Resources:

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

Minimum Technical Skills:

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:

In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* [Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace](http://www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
(www.mclennan.edu/center-for-teaching-and-learning/teaching-commons/requirements)
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Methods of Teaching and Learning:

The instructor will use lecture, videos, programmed notes, and group discussion to present the material. In-class interaction is expected and group activities will be utilized regularly to ensure student understanding. This list is not all-inclusive and is adaptive to fit the needs of the specific class.

The expectation in this course is that you read the chapter material prior to coming to class to hear the lecture on it. Students will need to make regular weekly time to read the textbook chapter and complete major course assignments. A reasonable level of self-discipline is needed to successfully complete the course.

Exams and major assignment submissions for this course will be conducted via the internet on Brightspace outside of class time. Paper copies of exams will not be provided and paper or emailed copies of assignments or papers will not be accepted. Email and Brightspace communication will be used by instructor extensively to communicate course information, including supplemental instruction materials and any needed course changes. Therefore, students must bring a working knowledge of web browser use, email, and Brightspace for successful completion of this course. If you need assistance in any of these areas, please notify me.

The basic MCC Computer requirements are:

Course Objectives and/or Competencies:

By the end of the semester the students will be able to:

1. Assess their own feeling concerning persons with special needs by gaining a better understand of them through participation in class and outside activities.
2. Understand the significance of perception and its role in attitude and adjustment of life skills.
3. Describe public laws and their significance to persons with special needs.
4. Map the historical social attitude towards persons with special needs.
5. Compare the general categories of handicapping conditions.
6. Compare/contract symptoms and possible causes of the handicapping conditions.
7. Identify appropriate interventions for the handicapping conditions.
8. Identify services for persons with special needs.
9. Discuss the concept of giftedness and how it is addressed in the education environment.

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Since this is an introductory/survey course, these competencies will be evaluated through examinations designed to measure the student's acquisition of these competencies.

This course is part of the Mental Health Program. To view the list of program learning outcomes, go to the end of the syllabus and view Program Learning Outcomes for Selected Courses. The Secretary's Commission on Achieving Necessary Skills (SCANS) was appointed by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The Commission's fundamental purpose is to encourage a high-performance economy characterized by high-skill, high-wage employment. The learning objectives of this course have been linked to the SCANS Competencies and Foundational Skills. To view this report, go to the end of the syllabus.

Course Outline or Schedule:

Course schedule is subject to change based on student needs. Students will be notified by instructor of changes verbally during class meetings and via Brightspace.

Week	Topic	Assignments
1	Course Introduction Understanding Exceptionalities in the 21st Century.	Read Chapter 1
2	Education for All	Read Chapter 2
3	Inclusion and Multidisciplinary Collaboration in the Early Childhood and Elementary School Years	Read Chapter 3
4	Secondary Education and Transition Planning	Read Chapter 4
5	Cultural and Linguistic Diversity	Read Chapter 5 EXAM 1 on Chapter 1-5 Due 2/17 by 11:59 PM
6	Exceptionalities and Families	Read Chapter 6
7	Learning Disabilities	Read Chapter 7
8	Emotional / Behavior Disorders	Read Chapter 8
9	Intellectual and Developmental Disabilities	Read Chapter 9
10	Communication Disorders	Read Chapter 10 EXAM 2 on Chapters 6-10 Due 3/31 by 11:59PM
11	Autism Spectrum Disorders	Read Chapter 11
12	Severe and Multiple Disabilities	Read Chapter 12 Project Paper

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		Due by 4/14 at 11:59 PM
13	Sensory Impairments: Hearing and Vision Loss	Read chapter 13
14	Physical Disabilities, Health Disorders and Traumatic Brain	Read Chapter 15
15	Gifted, Creative, and Talented	Read Chapter 15
16	Camps Wide Finals Week	Final Exam on Chapter 11-15 Due by 5/7 at 11:56PM

Course Assignments:

Course Grading Information:

Letter grades will be awarded based on the points earned on all of the assignments during the semester.

Assessment Point Value (400 pts. total)					
Exams: 2 each @ 75 points/ each Final Exam @ 100 points				250 points	
Project Paper				100 points	
Class Participation (see table below for standards)				50	
<i>To get your letter grade, divide your total points by 4. For instance, if you earn 350 points, $350/4=87.5$ (B).</i>		<i>To get your letter grade, divide your total points by 4. For instance, if you earn 350 points, $350/4=87.5$ (B).</i>			
Letter Grade:	A	B	C	D	F
Total Points:	100 – 89.5	89.4– 79.5	79.4 – 69.5	69.4 – 59.5	59.4 or Below

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W WITHDREW - this grade is given for an instructor- or student-initiated course withdrawal through the 12th week of a semester (fourth week, Summer day term; sixth week, Summer nine-week term). After the 12th week or until the end of the semester (fourth week, Summer day term; sixth week, Summer nine-week term), if a student withdraws from a course the instructor will either assign a W if passing work was being accomplished or an F if the student was doing failing work).

I INCOMPLETE - is given when a course is incomplete because of a student's absence caused by reasons acceptable to the instructor. To be eligible, the student must have essentially completed the course. If work is not made up within the following long semester, the "I" will be changed to and "F" and the course must be repeated if credit is to be given.

Grades are based on actual performance, not amount of effort exerted, potential, hardships encountered during the semester, etc. There is no extra credit in this course. In order to earn a C or above, students must stay current with readings and assignments and exhibit strong class performance.

A minimum final grade of C is required in all Mental Health/Social Work classes for graduation.

Class Attendance and Participation Grade Rubric

The following rubric describes how I'll assess your class attendance and participation in this course. The rest of the assignments are objective and graded based on correct/incorrect answers

Class Participation Guidelines	Exemplary (9-10 pts)	Proficient (8-9 pts)	Developing (7-8 pts)	Unacceptable (>7 pts)
Quality of Comments in Class Discussions	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion	Comments are sometimes constructive, with occasional signs of insight. Student doesn't use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and/or personal taste, e.g. "I love it," "I hate it," "It's bad," etc. Disrespectful of others. Lack of contribution to

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	contributions			class discussion
Attentiveness Skills	Student pays attention to others' contributions and perspectives, as indicated by comments that build on others' remarks, i.e., student acknowledges what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build upon others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comments/discussion	Student is often inattentive and needs reminder of focus of Lesson. Occasionally makes disruptive comments.	Doesn't pay attention to others' contributions; detracts from discussion; refrains from contributing; etc.
Listening skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build upon others' remarks. Occasionally needs encouragement or reminder from instructor of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Doesn't listen to others; regularly talks while others speak or doesn't pay attention while others speak; detracts from discussion; sleeps; distracted by personal tech devices, etc.
Frequency of class participation	Student initiates contributions more than once in each class	Student initiates contributions once in each class	Student initiates contributions at least in half the classes	Student doesn't initiate contributions & needs instructor to solicit input

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Attendance/ Punctuality	Student is always on time to class & completes all assignments on time. If an emergency requires absence, student informs instructor in advance and follows up with peers for missed material.	Student is on time to class most of the time & completes all assignments on time. If an emergency requires absence, student informs instructor in advance and follows up with	Student is often late to class and/or turns in late work. Student doesn't inform instructor of emergency absences in advance and/or takes unexcused absences. Student is inconsistent with keeping up with	Student is late to class more often than not. Student doesn't inform instructor of emergency absences in advance and takes unexcused absences. Student does not keep up with missed lectures and/or expects instructor to provide lecture
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Adapted from Carnegie Mellon University's Eberly Center for Teaching Excellence Rubric for Assessing Student Participation

Course Assignments

Project Paper: The project will be worth 100 points. See the project guidelines at the end of the syllabus for more information on how to complete this paper.

Papers should be submitted Brightspace.

No papers will be accepted in any other format. Due date is on the course outline.

It is expected that the paper you submit for this class is one that was written solely for this class and not for another class. To write a paper and submit it for a grade in two different classes or to engage in plagiarism is highly unethical. Students caught doing this will receive a zero (0) for this assignment.

Exams: There will be three exams for this course. Exams will be posted on Brightspace at beginning of the week for which they are on the course outline. Exam due dates are listed on the course outline. As students are given several days to complete the exams, there should be **very limited** need to reschedule exams for any reason. Students will be given extensions to complete exams only under dire extenuating circumstances with accompanying documentation at the instructor's discretion. When an exam extension is granted, an automatic 15 points will be

deducted from the student's grade. Maximum extension is 7 days for original exam due date. Despite circumstances, maximum one exam extension per student per semester will be granted.

Exams will consist of Multiple Choice, True/ False, and short answer. Each exam will have a 90 minute time limit that will start as soon as you hit the "Begin" button. When the allotted time is up, the exam will automatically submit and shut off. Each person may only take each Exam once and there will be no opportunity for test resets or make-up exams outside of extenuating circumstances as approved by instructor. Please ensure that you have a stable, secure internet connection when beginning the exam that will allow you to complete it. Loss of internet connection or technical difficulties will not be adequate reason to give an exam extension, reset, or make-up.

** Be aware that assignments in this course are due by 11:59 pm on the due date. This time is officially kept by Brightspace, which will turn off assignments after their due date. Your personal cell phone, lap top, watch, etc with a different time will not substitute for the time in Brightspace and will hold no bearing on assignment submissions. I recommend that you leave ample time to submit assignments before the deadline to avoid a missed assignment, quiz, or exam.

Late Work, Attendance, and Make Up Work Policies:

Regular attendance is expected of all students and each instructor will maintain a complete record of attendance for the entire length of each course, including online and hybrid courses. Students will be counted absent from class meetings missed, beginning with the first official day of classes. Students, whether present or absent, are responsible for all material presented or assigned for a course and will be held accountable for such materials in the determination of course grades.

Students who are absent from 25% (4 classes) of scheduled class meetings will be withdrawn with a grade of W unless the professor has reason to believe the student will complete the course. However, if a student who is not passing reaches the 25% point after the official drop date, the student will receive an F. For this course, that means **you will be dropped on the 4th absence.**

As stated in [the Highlander Guide](#), "students will be permitted to make up class work and assignments missed due to absences caused by (1) authorized participation in official college functions, (2) personal illness, (3) an illness or a death in the immediate family, or (4) the observance of a religious holy day." Documentation is required for classes missed due to these

reasons. All other reasons for late work will be considered at my discretion, will require documentation, and students may not be given an opportunity make up work. It is your responsibility to inform me of any absences and their reasons in a timely manner, preferably before the absence occurs if possible.

Late Work

Acceptance of late work is at the discretion of the instructor only. Late Project Papers accepted will receive 3 points off per 24 hours late up to one week late. Any project paper turned in after one week of the assigned due date will receive a grade of zero (0). Project Papers will only be accepted via Brightspace; no paper copies or emailed versions will be accepted. **It is acceptable to submit a project paper to the instructor before the day it is due. This will prevent points from being deducted if you are unable to send it to the instructor by the date due.**

As students are given several days to complete the exams, there should be **very limited** need to reschedule exams for any reason. Students will be given extensions to complete exams only under dire extenuating circumstances with accompanying documentation at the instructor's discretion. When an exam extension is granted, an automatic 15 points will be deducted from the student's grade. Maximum extension is 7 days for original exam due date. Despite circumstances, maximum one exam extension per student per semester will be granted.

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Ethics

Cheating will not be tolerated. Any student found to be cheating will be subject to grade reduction, re-doing of assignment, and/or dismissed from the course. Examples of cheating include but are not limited to:

Copying the work of another student

Seeking excused absences/tardies under false pretenses

Plagiarism (claiming as your own work the work of another)

Please be aware that Plagiarism also includes submitting a paper for this course which you have also submitted to another course in the past or plan to submit to another course, copying and pasting the work of someone else, and not properly citing quotations or someone else's thoughts. All work for this class should be original, uniquely written for the course assignments listed.

Anyone caught plagiarizing will receive at a minimum a failing grade on the assignment and up to a 0 on the assignment and referral to Student Conduct. If you are unsure about how to avoid this, please consult the instructor or the Center for Academic Excellence.

Courtesy and Respect

Students should demonstrate courtesy and respect to all instructors, guests, and fellow students. While honest discussion and debate of topics is expected and encouraged, such interactions should not involve aggressive, derogatory, or hostile behaviors (verbal or otherwise). The instructor reserves the right to act to protect the decorum of the learning environment and the image of MCC.

Student Behavioral Expectations or Conduct Policy

Students are expected to maintain decorum that includes respect for other students and the instructor, prompt and regular participation, and an attitude that seeks to take full advantage of the educational opportunity.

Students who willfully disrupt the learning environment or whose presence constitutes a substantial and material threat to the orderly operation of the premises may be involuntarily withdrawn from online discussion and counted absent from class for the week. [See the Highlander Guide](#) for more information on this policy.

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* **[Click Here for the MCC Academic Integrity Statement](#)**

(www.mclennan.edu/academic-integrity)

The link above will provide you with information about academic integrity, dishonesty, and cheating.

* **[Click Here for the MCC Attendance/Absences Policy](#)**

(www.mclennan.edu/highlander-guide/policies)

Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Accommodations/ADA Statement

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

disabilities@mclennan.edu

254-299-8122

Room 319, Student Services Center

* **[Click Here for more information about Title IX](#)**

(www.mclennan.edu/titleix)

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed

behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students.

McLennan's Title IX webpage (<http://www.mclennan.edu/titleix/>) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

** You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

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Project Paper Guidelines**

The project for this class is to write a paper regarding a particular disability or disease. You may select any one that is in the text book. If there is one that you have a particular interest in that is not in the text book, please e-mail your instructor to get permission to use it.

Your paper should contain:

1. Description of the particular disability or disease including
 - a. causes (if known)
 - b. physical description (if that applies)
 - c. other characteristics (behavioral, emotional, etc.) commonly related to this disability or disease
2. Challenges that this creates for families and schools
3. Effective techniques for working with this challenge
 - a. at home
 - b. at school/work
 - c. in any other areas
4. Research that is being done to improve or eliminate this disease or disability
5. Local, state and national resources available to assist individuals and families dealing with this disorder or disease
6. How you intend to use this information in your career

Your paper should be at least 5 type-written, double-spaced pages. If it is less than 5 pages you will lose significant points. Use at least three resources (journal articles, books, etc.) other than your textbook and document the sources of your information in your Bibliography. The Bibliography needs to contain the name of the source, the author and the date of the article. You can access journal articles online through the MCC Library:

<http://www.mclennan.edu/library/> Articles & books should have been written within the last 2-5 years. The Bibliography should be included at the end of your paper. (The Bibliography does not count as one of the 5 pages.) Not including a Bibliography page is considered plagiarism and will result in a failing grade on the paper.

Since this is not a formal research paper, I do not expect you to include citations, APA or MLA writing styles. However, I do expect you to write the entire paper in your own words. If you copy information word for word from the articles and put it in your paper without saying that

someone else wrote it, this is called **plagiarism**. If you do this you will fail the assignment, at a minimum.

Spelling and grammar will be a part of your grade. I expect everything to be spelled correctly, be in complete sentences, and display understanding of the material. It is a good idea to have someone proof-read your paper – Spell Check will not catch all of the mistakes. I will be looking for complete sentences. Also, please do not use contractions in a paper like this.

There are two objectives for this assignment:

- Learn more information about the topic you choose.
- Demonstrate your ability to communicate this information in a written format that is clear and understandable to the reader.

The paper should be submitted to your instructor on Brightspace no later than 11:59pm on the due date. These procedures are explained in the Project Paper folder in the Assignments section. Papers received after this time will be subject to the Late Work policy.

A rubric used to grade this assignment will be posted on Brightspace to assist in your writing and formation of your paper.