



Education and Humanities Division  
1400 Tanyard Road, Sewell, NJ 08080  
856-468-5000

## **EDU 130: Human Exceptionality**

Syllabus

Lecture Hours/Credits: 3/3

### **Catalog Description**

*Prerequisite: PSY101*

This course provides a background for understanding human exceptionalities throughout the life span. Topics include origins and historical perspective, disability characteristics and definitions, diversity, legal issues, educational and life planning, special education, families and communities, and services and support.

### **Textbook and Course Materials**

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook, and any other materials required for their specific course and section.

Click here to see current textbook prices at [rcgc.bncollege.com](http://rcgc.bncollege.com).

### **Evaluation Assessment**

#### **Online Proctoring**

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit [rcsj.edu/elearning/online-proctoring](http://rcsj.edu/elearning/online-proctoring).

### **Grading Distribution**

Grading to be determined by individual instructors.

Individual instructors may include the following assessment(s):

- Exams
- Quizzes
- Class Discussions
- Class Activities
- Case Studies
- Scholarly Article Review
- Essays
- Research Paper
- Class Assignments

- Attendance and Participation

## **Grading**

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

## Rowan College South Jersey Core Competencies

(Based on the NJCCC General Education Foundation - August 15, 2007; Revised 2011; Adopted 2014)

This comprehensive list reflects the core competencies that are essential for all RCSJ graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

1. **Written and Oral Communication:** Students will communicate effectively in both speech and writing.
2. **Quantitative Knowledge and Skills:** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems
3. **Scientific Knowledge and Reasoning:** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4. **Technological Competency:** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals
5. **Society and Human Behavior:** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6. **Humanistic Perspective:** Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7. **Historical Perspective:** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8. **Global and Cultural Awareness:** Students will understand the importance of a global perspective and culturally diverse peoples.
9. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
10. **Information Literacy:** Students will address an information need by locating, evaluating, and effectively using information.

### EDU 130 Core Competencies

This course focuses on three of RCSJ's Core Competencies:

- Written and Oral Communication
- Society and Human Behavior
- Ethical Reasoning and Action

## Student Learning Outcomes: History of Western Civilization I

Successful completion of HIS 101 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Identify similarities and differences in human development for individuals with and without exceptional learning needs	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions Case Studies Class Participation
Demonstrate a basic understanding of the various categories of exceptionalities including: <ul style="list-style-type: none"> <li>a. Autism</li> <li>b. Auditory impairment</li> <li>c. Visual impairment</li> <li>d. Cognitive impairment</li> <li>e. Learning disabilities</li> <li>f. Emotionally disturbed</li> <li>g. Traumatic brain injury</li> <li>h. Multiple disabled</li> <li>i. Gifted and talented</li> </ul>	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions Case Studies
Demonstrate a basic understanding of the psychological, physical, cognitive, social, and emotional aspects of individuals with exceptionalities	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions
Identify and analyze aspects of the evolving field of exceptionality including: <ul style="list-style-type: none"> <li>a. Philosophies and evidence based principles and theories</li> <li>b. Relevant laws and policies, and historical points of view</li> </ul> Other issues that influence special education and treatment of individuals	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions Scholarly Article Review
Demonstrate an understanding of legal policies and ethical principles including: <ul style="list-style-type: none"> <li>a. Vocational Rehabilitation Act, IDEA, ADA</li> <li>b. Measurement and assessment related to referral</li> <li>c. Placement of individuals with exceptional needs</li> </ul> Professional practice standards	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions Class Activities Class Participation

<b>Successful completion of HIS 101 will help students:</b>	<b>RCSJ Core Competencies</b>	<b>Evaluation / Assessment</b> (Additional means of evaluation may be included by individual instructors)
Identify and analyze life planning and educational planning processes including IFSP, IEP, ITP, ISP, IPP, and IHP	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions
Identify and discuss social issues of exceptionality including: <ul style="list-style-type: none"> <li>a. Families and communities</li> <li>b. Resources and services for families</li> <li>c. Diversity</li> </ul> Employment and reasonable accommodations	<ul style="list-style-type: none"> <li>- Written and Oral Communication</li> <li>- Society and Human Behavior</li> <li>- Ethical Reasoning and Action</li> </ul>	Exams Class Discussions Case Studies Scholarly Article Review

**Topical Outline**

- Understanding Exceptionality
- Education for All
- No Child Left Behind (NCLB)
- Inclusion and Collaboration in the Early Childhood and Elementary School Years
- Transition and Adult Life
- Multicultural and Diversity Issues
- Exceptionality and the Family
- Learning Disabilities
- Attention-Deficit/Hyperactivity Disorders
- Emotional/Behavioral Disorders
- Intellectual Disabilities
- Communication Disorders
- Severe and Multiple Disabilities
- Autism
- Traumatic and Acquired Brain Injury
- Hearing Loss
- Vision Loss
- Physical Disabilities and Health Disorders
- Gifted, Creative and Talented

## **Affirmative Action Statement**

The Board of Trustees is committed to providing a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or [ajones@rcsj.edu](mailto:ajones@rcsj.edu) or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or [nalridge@rcsj.edu](mailto:nalridge@rcsj.edu). For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or [dcook@rcsj.edu](mailto:dcook@rcsj.edu); or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or [mvicent1@rcsj.edu](mailto:mvicent1@rcsj.edu)

## **Department of Special Services**

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments. If you are an eligible student with a documented disability please visit our website at [RCSJ.edu/SpecialServices](http://RCSJ.edu/SpecialServices) or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, [cweinhar@rcsj.edu](mailto:cweinhar@rcsj.edu).

## Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
<b>Non-Confidential Reporting</b>  Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
<b>Non-Confidential Reporting 9-1-1 and Campus Security</b>	<b>9-1-1</b> Gloucester County Emergency Management Dispatch  Campus Security <b>Blue Light Emergency Phones OR ext. 4444 from any campus desk phone</b>	<b>9-1-1 or push RED button on</b> Campus <b>Blue Light</b> Emergency Phones  856-681-6287
<b>Non-Confidential On-Campus Reporting Support Services</b>	Almarie J. Jones Special Assistant to the President <b>Diversity and Equity/Title IX and Compliance</b>  John F. Ryder Director <b>Student and Veteran Affairs</b>	856-415-2154 College Center, Room 116 <a href="mailto:ajones@rcsj.edu">ajones@rcsj.edu</a>  856-468-5000, ext. 6456 College Center, room 202 <a href="mailto:jryder@rcsj.edu">jryder@rcsj.edu</a>
<b>Confidential On-Campus Counseling and Support Services</b>	Lois Y. Lawson-Briddell, Ph.D. MSW, LSW, Director <b>Counseling &amp; Wellness Services Center</b>  William Leonard, Ph.D. <b>Intervention Teams Consultant</b>  Crystal Noboa, LSW, MSW Director, The Center for <b>People in Transition (PIT)</b>  Diane Mussoline, EdS, LMFT <b>Director of Behavioral Services</b>	856-464-5236 <a href="mailto:l Lawsonb@rcsj.edu">l Lawsonb@rcsj.edu</a> College Center, Room 206  <a href="tel:856-415-2119">856-415-2119</a> <a href="mailto:wleonard@rcsj.edu">wleonard@rcsj.edu</a> <a href="#">College Center, STEM Office C-168</a>  856-415-2264 <a href="mailto:cnoboa@rcsj.edu">cnoboa@rcsj.edu</a> Workforce Development Bldg., room 809  856-494-5665 <a href="mailto:dmussoli@rcsj.edu">dmussoli@rcsj.edu</a> College Center, Room 200A
<b>Confidential Off-Campus Full-Service Support</b>	<b>Center for Family Services/ Services Empowering Rights of Victims (SERV)</b>	1-866-295-7378 Camden and Gloucester counties <a href="http://centerffs.org/serv">centerffs.org/serv</a>
<b>Hospitals with Sexual Assault Nurse Examiners</b>	<b>Inspira Medical Center</b>  <b>Jefferson Washington Township Hospital</b>	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000  435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500