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SPED 346**Introduction to Exceptional Children
Spring 2018****Fully Web-based Course****Section 01W****Courses 22912**

Spring Break is March 12-16

Instructor: Dr. Ginny CurrinTelephone **Text before calling**

Cell (817) 264-2994

7:15 am to 7:00 pm**Please do not call after this time**Email: virginia.currin@tamuc.edu**Classes begin**

Jan 16, 2018

May 4, 2018

Classes end

May 4, 2018

Final available

May 1 through at NOON

Closes at 12:00 noon on May 8

Please read this syllabus. You are responsible for everything in it.

Holidays are not recognized or observed during online classes. If you wish to observe Thanksgiving or any other holiday, you must work ahead in order to free up your schedule. Spring break will be observed but you can use it to catch up or get ahead.

Office Hours:

You are welcome to call me at home or my cell during the hours of **7:15 am to 8:00 pm**. (Please remember **I do not have an office on campus** and I live in Arlington. *These hours are phone hours not physical hours.*) You can also text me if you have a question that is not addressed in the material or if you have a problem. You can also text me to set a time to call for a phone conference. **Never call or text me after 9:00 PM.**

It is my desire that each of you profit from this course. Please contact me via e-mail or text to schedule a phone appointment to visit. Appointments are NOT required, but are appreciated, preferred, and given priority.

Course Description:

This course will provide a survey of populations with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual's

development. Professional roles of the special education team members as well as the policies and regulations applicable to special education programs in general will be covered.

Text:

Hallahan, D.P., Kauffman, J. M., & Pullen. P.C. (2015). *Exceptional Learners: An Introduction to Special Education* (13th Ed.). Boston: Pearson. (ISBN # 13:978-0-13-357104-2 / 10:0-13-357104-1).

If you purchase your book new from the bookstore, you will be provided an access to the publishers Enhanced eText, which is a copy of your book online. If you purchase a used copy, you might look for the access code but do not expect it to be available. Access codes are **NOT required** for the course.

If you wish to buy an eText, you can find guidelines under Doc Sharing, Business.

Course Objectives: Course objectives for SPED 346 are at the end of this syllabus. Course objectives are based on the *descriptive statements* of the knowledge and skills related to the above *competencies* for Texas Special Educator Certification. As SPED 346 is an *introduction* to exceptional children, it is not expected that students will be proficient in all objectives. It is expected, however, that after this course, each student will be able to demonstrate a limited understanding of each course objective.

CHECK YOUR EMAIL DAILY:

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly. If you need help setting up your email on your phone, you can call the tech department and they will be happy to assist you.

A detailed description and grading rubric for each assignment is available under **Doc Sharing**.

Important course ending dates:

The course closes at noon 5-8-18

May 4th at midnight, LAST DAY FOR EXTRA CREDIT

Week 16 is the exam 3. It will open May 1st and will close at noon May 9. Please do not wait until the last minute to start the exam.

Assignment Schedule:

Please note that this point schedule may change during the semester, if assignments are dropped or added. If it does change, you will immediately be notified.

SPED 346
Introduction to Exceptional Children
Spring 2018

Session Due	Where is the Drop Box?	Course Evaluation & Grading:	Points	Write your points below
1-3, 5-9, 11-13 & 15	Drop Box?	Chapter Quizzes 15 @ 20 points each <i>(except quiz 1=28 points)</i>	308	
2, 5, 6 and 9		Week	Discussion Forum 4 @ 20 points each & 1=40 <i>Required</i>	80
1		"All about Me" Introduction Post <i>Required</i>	10	
1		Sample Quiz <i>Required</i>	15	
3	2	Misunderstood Minds Discussion (YouTube) <i>Required</i>	40	
3	2	• T-Chart (optional)	5	
4		Examinations 1 <i>Required</i>	150	
5	3	Diversity/Inclusion Assignment <i>Required</i> (QEP Assignment)	50	
6	4	IRIS Assignment 1 <i>Required</i>	35	
8	6	Film Examination <i>Required</i>	50	
10		Examinations 2 <i>Required</i>	150	
13	9	IRIS Assignment 2 <i>Required</i>	35	
14	11	Analysis of Family Interview <i>Required</i>	150	
15-16		Examinations 3 <i>Required</i>	150	
		Optional Extra Credit Chapters 1-15		294
		TOTAL POINTS FOR THE SEMESTER	1243	
		Optional Extra Credit Available	294	
		Total possible points with extra credit	1557	

Please note that this point schedule may change during the semester, if assignments are dropped or added. The Drop Box for each assignment is available 1 to 3 weeks before it is due because some students finish early and want to post it. Therefore, you can find the Box in a weekly session earlier than it is due.

Point Distribution:

1243-1119= A

1118-995 = B

994-870 = C

869-746 = D

745 and below=F

EXTREMELY IMPORTANT: Throughout the course, you will see a percentage in the Grade Book, which indicates your grade. However, it is NOT correct and will not be correct until the end of the course. If you make a perfect score on the first assignment and receive all the points, the percentage show you have 100%. Let's say, for the next 5 weeks, you do not hand in any assignments or participate in the discussions. Your percentile still shows 100%. Is that accurate? NO, of course not. I give students time to submit the assignment, and if they do not, I will put in a zero. When I put in zeros for assignments not submitted, your grade drops significantly.

At the end of the course, when all assignments are in and graded, only then will your percentile in the grade-book be accurate. **PLEASE do not rely on the percentile in the gradebook** during the course. It will only be correct when all the assignments are in (at the end of the semester).

If you have questions about this, text me to set up a phone conference, and I will try to do a better job of explaining. In the near future, the university is changing their online learning system (eCollege). I hope the new system will take care of this problem.

Please remember the course grade is determined by the accumulation of points. You will want to be sure to keep up with how you are doing by reviewing the established point distribution scale for this class.

If you are not happy with a weekly quiz grade, an assignment or an Exam, the extra credit is available for you to improve your grade.

All assignments must be turned in on or before the assigned due date. *Unexcused assignments turned in after the due date will be returned ungraded. Assignments are place in a specific Dropbox for that assignment. **Often the box is in an earlier week which allows you to submit your work earlier.***

Saving your documents:

The most important thing I need to know when I open a paper to grade is who the paper belongs to. Next, would be what is the assignment. Here is how you **must** save your papers you submit to a drop box.

Correct Examples Options:

Currin.Ginny-IRIS 2 or Smith Joe-Film Analysis or Jones.Jim-OHI report

Your last Name Your first Name Identify the assignment

It is very important that you save all assignments in this manner. Please **do not** use any of these symbols in your file names: # % \$ & * [] / as they sometimes cause problems in eCollege. The simple dash - or period "." is okay as a divider between items, such as name and assignment.

If you save items inappropriately, you can expect to lose points.

Please note: Late postings to the discussion board will not receive a passing grade. The purpose of discussion items is to stimulate dialog and debate, which is compromised if postings are not timely. Be sure to submit your initial response by Wednesday and 2 thoughtful replies to your peers by Sunday night. There is a rubric for discussions so you will know the grading process.

A note about timeliness: The timelines for this course are not negotiable. I realize that on occasion "life happens" - children get sick, cars break down, and thunderstorms occur. For these reasons and many more, it is highly advised that you DO NOT wait until the deadline for turning in an assignment. If you wait until 11:00 pm to turn in an assignment due at midnight and the electricity goes out, you have missed the deadline and will NOT get credit for the assignment.

Ensure that the assignment guidelines presented in the syllabus, grading rubrics and assignment handouts are followed. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in a low grade.***

Make-Up exam. There will be NO make-up exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.

Written Assignments. Written assignments MUST follow all **APA guidelines**, such as, they must be typed use double spaced lines, include your name, and have page numbers, etc. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proof read all assignments as only materials with minimal or no errors will receive high scores. Assume everything you write will be reviewed by someone you want to work with or for. On the course website follow the APA link or click **HERE.**

TExES Competencies Addressed:

The following are the standard course objectives. The student is expected to master the following goals:

001	Understand and apply knowledge of the characteristics and needs of students with disabilities
004	Understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology
010	Understand the philosophical, historical, and legal foundations of special education, and
012	Know how to communicate and collaborate effectively in a variety of professional settings.

Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class, we will strive to use “people first” language at all times. “People First” language always refers to **the person first** and not as a label or a category. For example, refer **to “a student with autism”** and not “an autistic person” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.). If you have a problem with another student’s posting, **please contact me before you address the issue with your classmate.**

If you have suggestions, comments, questions, or concerns about the class or the assignments, call or contact Dr. Currin. Please do not save your suggestions for the course evaluation at the end of the term when it is too late to implement your suggestions.

Backing up your work: Please use an outside source to back up your work. Save everything in 2 places. You can use a flash drive or an external hard drive to save important work. Dropbox or any Cloud system is also a free service available for saving information and is a web-based outside support.

College Writing: Please remember to check all written work for errors before submitting it to be graded. A college student, especially a pre-teacher, should be extremely careful with all their writing. If you submit a report to your principal or write a note to a parent with errors, your job could be on the line. Please locate a hard copy grammar book or one online, such as [Blue Book of Grammar](#) or [Grammar Handbook](#), to help with grammar questions. Even as an instructor, I continue to look up things and, certainly, I still make mistakes. For me, I must read and edit everything **many times before posting**. Also, I read what I have written aloud to myself. This can catch tense conflicts, spelling errors and prevent “wordiness” (using unnecessary prepositions or empty words). Please be very careful with your writing. Remember, you are not texting, so do not write like you are when completing your college work. ***What and how you write reflects***

directly on what others think of you. As a teacher, you will want to be respected as a professional.

Browsers: If you experience problems such as “I can’t submit my work”, “The box is not there to submit”, or “I don’t see”, etc. Some of these problems can be caused by using the wrong browser. A browser is the application you use to surf the web or Internet. Below is a list of popular browsers.

For Windows:

- Internet Explorer (Old and no longer supported by Microsoft) (Free)
- Google Chrome (Free)
- Bing (Free)
- [Mozilla Firefox](#) (Free)
- Microsoft Edge (Windows 10 from Microsoft) (Free)

For Mac:

- Safari (Free)
- Google Chrome (Free)
- Mozilla Firefox (Free)

When you purchase a Windows computer, it will come with a Microsoft browser. Internet Explorer is their old browser and is on its way out. Microsoft is no longer supporting or providing updates for Internet Explorer and at some point, will not continue to work. The new browser, Microsoft Edge, comes with Windows 10 and should be supported for a long time. Whether your computer is old or new, you can download any browser you wish to use. You should never have to pay for a browser. If you hit a site that requests a fee, close it immediately.

The University has long proposed that students use the [Firefox](#) browser for eCollege. This does not mean it always will be the best browser to use for university business, but, as of now, it is the recommended browser. Therefore, if you are not using [Firefox](#), please click on the Firefox hyperlink and download it for free. The makers of eCollege do recommend Chrome as the best browser. If you have any trouble with Firefox, you might try Chrome. With Chrome, it is important to occasionally clear the cached files and cookies. For instructions on how to do this, look under Doc Sharing/Business.

If this is the first time you have logged in to the University site using [Firefox](#), you might get a pop up that asks if you want to trust the site. Select yes or allow. If it asks whether you want the site to post cookies on your computer, select yes or allow. **The website, eCollege, requires cookies to run properly.**

Please let me know if you have any problems, questions or concerns. I am here to help in any way I can.

To download Firefox, click on or copy and paste this link into the URL box: <https://www.mozilla.org/en-US/firefox/new/>

eCollege

The following support options are available 24 hours a day, 7 days a week:

- **Help:** Click on the 'Help' button on the toolbar for information regarding working with eCollege (i.e. How to submit to Dropbox, How to post to discussions etc.)
- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

If eCollege is not working correctly and you are using the recommended browser, contact Pearson eCollege for assistance. If your concern is about the course content, contact Dr. Currin.

Technology Requirements:

eCollege SPED 346 requires the following technologies:

- To fully participate in online courses, you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

For additional information about system requirements, please see: [System Requirements for LearningStudio https://secure.ecollege.com/tamuc/index.learn?action=technical](https://secure.ecollege.com/tamuc/index.learn?action=technical)

ACCESS AND NAVIGATION

eCollege Access and Login Information

SPED 346 is supported through eCollege, the Learning Management System of Texas A&M University-Commerce. Click <https://leo.tamu-commerce.edu/login.aspx>. CWID and password are required to login to eCollege SPED 346. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamocommerce.edu.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit [Pearson 24/7 Customer Support Site http://247support.custhelp.com/](http://247support.custhelp.com/)

The student help desk may be reached in the following ways:

- **Chat Support:** Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

Note: **Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner.** Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1. Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2. Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.
4. I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE:

Your personal computer and internet access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk.

You strongly are encouraged to check for your internet browser compatibility **BEFORE** the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo.
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>
The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

FREE Mobile APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	App Title:	iPhone - Pearson LearningStudio Courses for iPhone Android - LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android - Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphon

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses. Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default, the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

How is eCollege SpEd 346 organized?

You will find 16 sessions organized into 3 Units. Each unit will extend 4-6 weeks with an exam at the end of the unit. Exams are open book and notes. You will have 7 to 10 days to complete and submit your exam. See the schedule for course organization. All work in this course is due Sunday night at midnight. See the discussion grading rubric for details. To locate all the course material, go to Doc Sharing. The syllabus and schedule are under course business.

COMMUNICATION AND SUPPORT

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#). There may be numerous assignments due each week, and you need to login, more than a few times a week. Try to login daily if possible.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

TENTATIVE COURSE SCHEDULE / CALENDAR

Please note that National Holidays are NOT observed in online classes.			
Date	Activities	WORK DUE	Coming Up
<p>Week 1 Opens January 16-21</p> <p>Closes Sunday Midnight</p>	<p>Review Syllabus & Course Requirements</p> <p>Read chapter 1: Exceptionality and Special Education</p> <p><i>View "Misunderstood Minds" video series and complete assignment Go to YouTube and search for rsogren (see Doc Sharing/Assignments)</i></p>	<p>Post to Discussion Forums</p> <ul style="list-style-type: none"> - "All about me" - Take Sample Quiz - Take Chapter 1 Quiz - Optional Extra Credit 	<p>Read Chapter 2</p> <p>Decide on movie for film analysis assignment. Be sure you have access to the film.</p>
<p>Week 2 January 22-28</p>	<p>Read Chapter 2: Integration, inclusion, and support of positive outcomes</p>	<p>Post Discussion-<i>Follow Rubric and guidelines; view examples in Doc Sharing/Examples.</i></p> <p>Read Handouts: Response to Intervention</p> <p>Take Chapter 2 Quiz</p> <p>Optional Extra Credit</p>	<p>Locate child and family and make appointment for the family interview.</p> <p><i>Misunderstood Minds" paper due next week</i> video series</p> <p>Read Chapters 3 & 4</p> <p>EXAM in week 4 Chapters 1-4</p>
<p>Week 3 January 29- February 4</p>	<p>Read Chapter 3: Multicultural and Bilingual aspects of Special Education</p> <p>Read Chapter 4: Parents and Families</p> <p>Read: "To Teach Me Is to Know Me" article</p>	<p>Work on Diversity/Inclusion Assignment (1 of 3 stories)</p> <p>Post to Drop Box <i>Misunderstood Minds reflection and T-Chart is optional for EC</i> Dropbox Week 2</p> <p>Take Chapter 3 and 4 Quizzes</p> <p>Optional Extra Credit</p>	<p>Finalize family interview appointment</p> <p>Finalize movie selection; analysis due March 11.</p> <p>Study for <i>Exam</i> <i>Chapters 1, 2, 3 & 4</i></p> <p>Create ManeSync portfolio account—See Handout</p>

Please note that National Holidays are NOT observed in online classes.			
Date	Activities	WORK DUE	Coming Up
<p>Week 3: This course has been selected as a Global Course – tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to <i>view themselves as engaged citizens within an interconnected and diverse world</i>. The assignment <u>Diversity and Inclusion</u> (analysis of 1 of 3 stories) will be utilized to assess the stated QEP student learning outcome and each student is required to complete this assignment.</p>			
<p>Week 4 February 5-11</p>	<p>Exam I – Chapters 1, 2, 3 & 4</p>	<p>Read Chapter 5</p> <p>Work on Diversity/Inclusion Assignment <u>Due Next Week</u></p>	
<p>Week 5 February 12-18</p>	<p>Read Chapter 5: Learners with Intellectual and Developmental Disabilities</p> <p><u>Optional Extra Credit</u></p>	<p>Post Discussion QEP</p> <p>Read Handouts: Intellectual Disabilities and Videos on ID; <u>Optional Extra Credit</u></p> <p>Take Chapter 5 Quiz</p> <p>Post to Drop Box Diversity/Inclusion Assignment <u>Dropbox Week 3</u></p>	<p>Read Chapter 6</p> <p><u>IRIS Assignment 1 due next week</u></p>
<p>Week 6 February 19-25</p>	<p>Chapter 6: Learners with Learning Disabilities</p> <p><u>Optional Extra Credit</u></p>	<p>Post Discussion</p> <p><u>IRIS Assignment 1 DUE Dropbox Week 4</u></p> <p>Take Chapter 6 Quiz</p> <p><u>Optional Extra Credit</u></p>	<p>Read Chapter 7</p>
<p>Week 7 February 26- March 4</p>	<p>Chapter 7: Learners with Attention Deficit Hyperactivity Disorder</p> <p>Read Handouts: Ch. 7 Attention Deficit Hyperactivity Disorder (ADHD),</p>	<p><u>Optional Extra Credit</u></p> <p>Take Chapter 7 Quiz</p> <p><u>Optional Extra Credit</u></p>	<p>Read Chapter 8</p> <p>Complete Film Analysis</p>
<p>Week 8 March 5- 11</p>	<p>Chapter 8: Learners with Emotional and Behavioral Disorders</p>	<p><u>Optional Extra Credit</u></p>	<p>Read Chapter 9</p>

Please note that National Holidays are NOT observed in online classes.			
Date	Activities	WORK DUE	Coming Up
	Chapter 8 Quiz Read Handouts: Ch. 8 EBD Websites	<u>Film Analysis Due midnight, SUN. Dropbox Week 6</u>	
Week 9 March 12-18	Chapter 9: Learners with Autism Spectrum Disorder Read Handouts: Autism - Educational Strategies, Autism Websites	Post Discussion Take Chapter 9 Quiz <u>Optional Extra Credit</u>	Study for Exam Work on Family Interview Assignment
SPRING BREAK			
Week 10 March 26-April 1	EXAM 2: Chapters 5 – 9 No chapter quiz		Read Chapter 10 Work on Family Interview Assignment
Week 11 April 2-8	Chapter 10: Learners with Communication Disorders	<u>Optional Extra Credit</u> Take Chapter 10 Quiz	Read Chapters 13 & 14 <u>IRIS Assignment 2 due next week</u> Work on Family Interview Assignment
Week 12 April 9-15	Chapter 13: Learners with Low-Incidence, Multiple & Severe Disabilities Chapter 14: Physical Disabilities AND Traumatic Brain Injury Read Handouts: Traumatic Brain Injury	Take Chapter 13 and Chapter 14 Quizzes <u>Optional Extra Credit</u>	Read Chapters 11 & 12 Work on Family Interview Assignment
Week 13 April 16-22	Chapter 11: Learners who are Deaf or Hard of Hearing Chapter 12: Learners with Blindness or Low Vision	Take Chapter 11 and Chapter 12 Quizzes <u>IRIS Assignment 2 DUE Dropbox Week 9</u> <u>Optional Extra Credit</u>	Work on Family Interview Assignment
Week 14 April 23-	<i>No additional assignment – complete Analysis of Family</i>	Analysis of Family Interview Due midnight SUNDAY April 29	Read Chapter 15

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Date	Activities	WORK DUE	Coming Up
29	Interview and post it to the Drop Box. Please follow guidelines	Dropbox Week 11 No Chapter Quiz	
Week 15-16 April 30 to May 8 Final Exam 3 Closes at noon 5-8-18	Chapter 15: Learners with Special Gifts and Talents Read Handouts: Learners with Special Gifts and Talents; Go to YouTube and watch video Top 10 Myths in Gifted Education.	Take Chapter 15 Quiz Optional Extra Credit	Study for Exam 3 which is timed Ch. 10-15 May 4th at midnight, LAST DAY FOR EXTRA CREDIT
	Week 16 is the exam 3. It will open May 1st and will close at noon May 8. Please do not wait until the last minute to start the exam.		
	Any work not submitted by NOON on May 1 will NOT be graded. Please make a note of this deadline. It will NOT be extended for any reason.		Exam 3 – Chapters 10 – 15

Detailed Course Objectives

Course objectives are based on the ***descriptive statements*** of the knowledge and skills related to the above ***competencies*** for Texas Special Educator Certification. As SPED 346 is an introduction to exceptional children, it is not expected that students will be proficient in all objectives. It is expected, however, that after this course, each student will be able to demonstrate a limited understanding of the following objectives. Course objectives include, but are not limited to, the following.

Competency 001

1. Characteristics of individuals with different types of disabilities, including individuals with different levels of severity and multiple disabilities across eligibility categories, and analyzes the impact of various disabilities on learning and experiences.
2. How the developmental, academic, social, career and functional characteristics of individuals with disabilities relate to levels of support needed and applies knowledge of human development and disabilities to plan and implement appropriate curriculum
3. Theoretical explanations for behavioral disorders and analyzes the varied characteristics of behavioral disorders and their effect on learning
4. The different ways that students with and without disabilities learn

5. Knowledge of human development and the effects of various types of disabilities on developmental processes in order to identify the needs of individuals with and without disabilities
6. The effects of cultural and environmental influences (e.g., linguistic characteristics, socioeconomic issues, abuse/neglect, substance abuse) on the child and family.
7. Normal, delayed and disordered communication patterns, including non-symbolic communication, and the impact of language development on the academic and social skills of individuals with disabilities.
8. Aspects of medical conditions affecting individuals with disabilities, including the effects of various medications on behavior and functioning and the implications of medical complications for student support needs (e.g., seizure management, tube feeding, catheterization, cardiopulmonary resuscitation [CPR]).
9. Ways in which physical disabilities and health impairments relate to development and behavior, and knows the etiologies and effects of sensory disabilities and other conditions affecting individuals with disabilities.

Competency 004

10. Procedures for ensuring a safe, positive and supportive learning environment in which diversities are valued and how to address common environmental and personal barriers that hinder accessibility for and acceptance of individuals with disabilities.
11. How to use instructional time efficiently and effectively for individuals with disabilities.
12. How to design, structure and manage daily routines, including transition time, for students in a variety of educational settings and procedures for monitoring behavior changes across activities and settings.
13. Knowledge of basic classroom management theories, methods, and techniques for individuals with disabilities, research-based best practices for effective management of teaching and learning and management procedures that are appropriate to individual needs.
14. Ways in which technology can assist in managing the teaching and learning environment to meet the needs of individual students.
15. Various types of assistive technologies, devices, services and resources and their role in facilitating student's educational achievement, communication, positioning, mobility and active participation in educational activities and routines.
16. How to make informed decisions about types and levels of assistive technologies, devices and services for students with various needs, collect and analyze information about a student's environment and curriculum to identify and monitor assistive technology needs and support the use of assistive technologies, devices and services.
17. Procedures for participating in the selection and implementation of assistive technologies, devices and services for students with various needs.
18. Procedures for coordinating activities of related services personnel and directing the activities of paraprofessionals, aids, volunteers and peer tutors.
19. Knowledge of appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.

Competency 010

20. The historical foundations of special education, major contributors to the literature, major legislation relevant to knowledge and practice in the education of individuals with disabilities and current issues and trends in special education.

21. Knowledge of models, theories and philosophies that provide the basis for special education practice.
22. Current educational terminology and definitions regarding individuals with disabilities, including professionally accepted classification systems and current incidence and prevalence figures.
23. Issues relating to definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds.
24. Factors that influence the overrepresentation of culturally and/or linguistically diverse students in programs for students with disabilities.
25. Various perspectives (e.g., medical, psychological, behavioral, educational) regarding definitions and etiologies of disabilities.
26. Cultural variations in beliefs, traditions and values and their effects on the relationships among child, family and school.
27. Knowledge of the continuum of placement and services for individuals with disabilities.

Competency 012

28. The collaborative roles of students, parents/guardians, teachers and other school and community personnel in planning and implementing an individualized program and effective strategies for working collaboratively in various contexts.
29. Knowledge of factors that promote effective communication and collaboration with students, parents/guardians, teachers, paraprofessionals and other school and community personnel.
30. How to foster respectful and beneficial relationships between families and professionals in the school and community.
31. Typical concerns of families of individuals with disabilities and appropriate strategies to support families in dealing with these concerns.
32. Knowledge of strategies for encouraging and assisting parents / guardians in their role as active participants in their children's education and procedures for planning and conducting collaborative conferences with parents / guardians.
33. Knowledge of effective communication in various professional contexts and ethical practices for confidential communication regarding individuals with disabilities.
34. The types of information generally available from parents/guardians, school officials, the legal system and community service agencies.
35. Knowledge of the collaborative and consultative roles of special education teachers, paraprofessionals and other school personnel in integrating individuals into general education settings.
36. How to collaborate with teachers in the general educational setting and other school and community personnel to integrate individuals with disabilities into various learning environments.
37. How to serve as a resource person for families, general education teachers, administrators and other school personnel regarding the characteristics and needs of individuals with disabilities.