



**SPED 346**  
**Introduction to Exceptional Children**  
COURSE SYLLABUS: Spring 2018

## **INSTRUCTOR INFORMATION**

**Instructor:** Michelle Hanks, MEd  
Clinical Instructor/Field Liaison

**Office Location:** Henderson 204

**Office Hours:** Tuesday 10am-12pm & Thursday 2pm-4pm; other by appointment

**Office Fax:** 903-886-5510

**University Email Address:** michelle.hanks@tamuc.edu

**Preferred Form of Communication:** e-mail

**Communication Response Time:** Responses to emails will be made Monday through Thursday within 48 hours. Please note that I will not respond to emails on Saturdays, Sundays, during holidays, or in the evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week.

## **COURSE INFORMATION**

### ***Materials – Textbooks, Readings, Supplementary Readings***

*Textbook(s) Required:* Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2010). *Exceptional Learners: An Introduction to Special Education (13<sup>th</sup> Ed.)*. Boston: Allyn and Bacon. You may use the 11<sup>th</sup> edition if you choose to, but know that the information in chapters 1 and 2 is presented differently and other chapters within the text are numbered differently. It will be your responsibility to make sure you are completing the correct chapters.

### ***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 member as well as the

policies and regulations applicable to special education programs in general will be covered.

***Student Learning Outcomes*** (Should be measurable; observable)

1. understand and apply knowledge of the characteristics and needs of students with disabilities,
2. understand and apply knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology,
3. understand the philosophical, historical, and legal foundations of special education, and
4. know how to communicate and collaborate effectively in a variety of professional settings.

## **COURSE REQUIREMENTS**

***Minimal Technical Skills Needed***

Be able to use the learning management system, Microsoft Word and PowerPoint, also being able to use presentation and graphics programs

***Instructional Methods***

The course will be a combination of in-class & online learning. There will be active participation activities, class assignments, lecture, quizzes & exams.

***Student Responsibilities or Tips for Success in the Course***

You will need to regularly log into the course website, weekly/daily study and participation time expected are expected for you to be able to take the quiz at the end of each chapter. Also, it will be important for you to study weekly to prepare Handbook assignment pages.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100% (473 – 525 points)

B = 80%-89% (420 – 468 points)

C = 70%-79% (368 – 415 points)

D = 60%-69% (315 – 362 points)

F = 59% or Below (310 & lower)

***Assessments***

**Quizzes:** Each week you will have a 10-question quiz over the chapter that was covered that week. These quizzes are intended to give you an idea of what to expect on the exams. You may use the exam reviews posted in doc sharing to help you

prepare for the quizzes as well as the tests. **These quizzes will be available in E-College under the corresponding week, and they will be accessible during the time period indicated on the tentative calendar below.** You will not have quizzes on the weeks that exams are scheduled.

**Exams:** Four objective exams will be given on the scheduled dates. Tests will be taken in E-College, and will be randomized to each user. You will have one-attempt at each test. If you get a message that your time in MyLeo has expired and you were logged out, that does not matter because you don't have to be logged in to MyLeo to take the test in E-College. You will have an hour and a half to take the exam. **If your time is not set to an hour and a half, you need to contact me BEFORE you take the exam.** There will be **NO MAKEUP opportunities for missed tests.** However, if there is a technical issue, those will be handled on a case-by-case basis. Exam reviews will be posted in doc sharing. **Exams are NOT open book, open notes, or open friend.**

**Completed quizzes and exams are all available for students to review, with the correct answers marked, the day after the administration time period closes. To view them, click on the blue score in Gradebook.**

## **Assignments**

### **Course Requirements and Expectations:**

**Misunderstood Minds Video:** This assignment should be completed as part of a discussion thread for Week **Two**.

**Chapter 3 Discussion:** Students will read an article from the *Journal of Special Education*, posted (in .pdf) in doc sharing entitled "To Teach Me Is To Know Me". Students will also read at least one of the three culture stories posted in doc share. Story one (in .docx) is entitled "Good Intentions". Story 2 (The Kilmurry School) and Story 3 (It's Not Fair) are both in .pdf. Each story has questions for your consideration at the end of the story. These questions are for your consideration and reflection. You DO NOT have to submit written responses to these questions. The discussion questions that require your responses are posted under the Discussion tab for the week. **This discussion should be posted to the Discussion thread for Week 3 and is worth 20 points.**

**Exceptionalities Handbook:** Each student will create a handbook containing information from chapters 5-14. Information should be presented as headings with bullets of information. There is a template posted in DocSharing that you may choose to use (or you can do it in another format such as a power point) to complete your handbook pages. There is an example posted in DocSharing as well.

**These handbook pages will be due to the Dropbox in two parts. Handbook pages are designed to help you pull out the essential information on each disability, and, when completed, should help you study for the exams. Additionally, they will help you prepare for the weekly quizzes, so it is advised that you complete each page as we**

discuss that topic (don't wait to do it as one big project when it is due). You may only turn in two pages for each disability listed below. Make sure to delete any blank pages.

Part I: High incidence disabilities

1. Chapter 5: Mental Retardation (MR) – int./dev. disabilities chapter
2. Chapter 6: Learning Disabled (LD)
3. Chapter 7: ADHD (technically served under other health impairment, but still do a different fact sheet for it)
4. Chapter 8: Emotional Disturbance (ED)
5. Chapter 10: Speech Impairments/Communication Disorders  
**(This is Ch. 9 in 11<sup>th</sup> edition)**

is the same as physical disabilities)-  
Ch. 14  
12. Other Health Impairments (OHI)-  
Ch. 14

Info to Include on Each

Page:

1. Definition including types as appropriate.
2. Causes
3. Prevalence (provide percentages/numbers as much as possible)
4. Characteristics
5. Prevention
6. Teaching strategies/Accommodations

Part II: Low incidence disabilities

6. Chapter 11: Deaf/Hearing Impairments **(This is Ch. 10 in 11<sup>th</sup> edition)**
7. Chapter 12: Visually Impaired/Blind **(This is Ch. 11 in 11<sup>th</sup> edition)**
8. Chapter 9: Autism (AU) **(This is Ch. 12 in 11<sup>th</sup> edition)**
9. Deaf/Blind Dual Sensory Impairments; Multiple Disabilities-  
Ch. 13
10. Traumatic Brain Injury (TBI)-Ch. 13
11. Orthopedic Impairments (OI) (this

**Notes:** The other disabilities that fall within these categories can be listed as part of the definition. For example, on the sheet for orthopedic impairments, cerebral palsy can be listed as part of the definition as types of disorders in this category. Also, note that when you submit part two, you are submitted all chapters together (chapters 5-14) with changes incorporated from the part one feedback. When you submit part one and then part one and two, please make sure that all pages are in ONE file.

**Film Analysis: 50 total points - This assignment can be turned in before the due date**

This assignment will allow students to analyze how society experiences “disability” as it is portrayed in film. Please note, this is NOT a review of a film and cannot be downloaded from the film’s website. There are specific questions to be addressed in your analysis:

- Summary of film
- Critique of the film
- Your analysis
  - Emotional Response
  - Portrayal
  - Filmmaking
  - Class Discussion
  - Cultural Response

Additional information on each of these required sections AND a list of approved films is provided in DocSharing.

- 3 bonus points will be awarded for posting your film analysis in the drop box by \_\_\_\_\_
- Your Film Analysis must be posted in WORD AS AN ATTACHMENT into the Drop Box

## **TECHNOLOGY REQUIREMENTS**

- 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:

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- 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](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](https://get.adobe.com/flashplayer/) (version 17 or later) <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

### ***Pearson LearningStudio (eCollege) Access and Log in Information***

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](#) and

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from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. <http://www.tamuc.edu/myleo.aspx>

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** It is strongly recommended you perform a “Browser Test” prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.

## **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:

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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 excuses 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](mailto: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). <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.

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

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.

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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.

## **COMMUNICATION AND SUPPORT**

### ***Interaction with Instructor Statement***

Responses to emails will be made Monday through Thursday within 48 hours. Please note that I will not respond to emails on Saturdays, Sundays, during holidays, or in the evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week. I will make time during office hours or after class to review and collaborate with you regarding any concerns you have regarding assignments, quizzes, exams, etc.

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# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## ***Course Specific Procedures/Policies***

Assignments will not be accepted unless with instructor's prior approval (before the deadline) due to extenuating circumstances. Quizzes and exams will not be reopened for students to access once the deadlines indicated on the tentative calendar have elapsed. Thus, please make very sure to note when all quizzes and exams are available to access. Attendance in class is mandatory in order to keep up with lecture and assignments. Please be present and on time.

## **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).

<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)

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

### ***TAMUC Attendance***

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<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/admissions/registrar/generalInformation/attendance.aspx)

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

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.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](mailto: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](#)

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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.

## COURSE OUTLINE / CALENDAR

### Tentative Calendar

Unit	Days	Chapter Readings	Quiz/Exam Dates
Unit 1 Chapters 1-4	Wk of 1/22	Chapter 1: Exceptionality and special education <b>Misunderstood Minds</b> <b>Take Quiz 1</b>	<b>Quizzes are open from Sunday to Sunday of the week of the assigned chapter.</b>  <b>Exam 1 (chapters 1-4)</b> open Sunday to Sunday of the week of 2/12.
	Wk of 1/29	Chapter 2: Current Practices for Meeting the Needs of Exceptional Learners <b>Take Quiz 2</b>	
	Wk of 2/5	Chapter 3: Multicultural and Bilingual Aspects of Special Education <b>Take Quiz 3</b> <b>Due to Dropbox by Sun. 2/11 at 11:59 pm:</b> Multicultural Assignment	
	Wk of 2/12	Chapter 4: Parents and Families <b>EXAM 1</b>	
Unit 2 High Incidence Disabilities	Wk of 2/19	Chapter 5: Learners with Intellectual and Developmental Disabilities <b>Take Quiz 4</b>	<b>Quizzes are open from Sunday to Sunday of the week of the assigned chapter.</b>  <b>Exam 2 (chapters 5-8, 10)</b> – open Sunday to Sunday of the week of 3/26.
	Wk of 2/26	Chapter 6: Learners with Learning Disabilities <b>Take Quiz 5</b>	
	Wk of 3/5	Chapter 7: Learners with Attention Deficit Hyperactivity Disorder <b>Take Quiz 6</b>	
	Wk of 3/19	Chapter 8: Learners with Emotional or Behavioral Disorders <b>Take Quiz 7</b> <b>Due to Dropbox by Tues. 4/20 at 11:59 pm:</b> Film Analysis <b>(Bonus pts if turned in Sun. 3/11)</b>	
	Wk of 3/26	Chapter 10: Learners with Communication Disorders <b>EXAM 2</b>	

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		<b>Due to Dropbox by <u>Sun. 4/1</u> at 11:59 pm:</b> 1. Handbook Part One	
Unit 3 Low Incidence Disabilities	Wk of 4/2	Chapter 11: Learners who are Deaf or Hard of Hearing <b>Take Quiz 8</b>	<b>Quizzes are open from Sunday to Sunday of the week of the assigned chapter.</b>  <b>Exam 3 (chapters 9, 11-15) – open Sunday to Sunday of the week of 5/7.</b>
	Wk of 4/9	Chapter 12: Learners with Blindness or Low Vision <b>Take Quiz 9</b>	
	Wk of 4/16	Chapter 9: Learners with Autism Spectrum Disorders <b>Take Quiz 10</b>	
	Wk of 4/23	Chapter 13: Learners with Low-Incidence, Multiple, and Severe Disabilities <b>Take Quiz 11</b>	
	Wk of 4/30	Chapter 14: Learners with Physical Disabilities and Other Health Impairments <b>Take Quiz 12</b> <b>Due to Dropbox by <u>Sun. 5/6</u> at 11:59 pm:</b> Handbook Part Two	
	Wk of 5/7	Chapter 15: Learners with Special Gifts and Talents <b>EXAM 3</b>	
End of Course; Wrap-Up	5/9	<b>Final Exam</b>	<b>Cumulative Final Exam-Available</b>

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