



COURSE PREFIX SPED 346.01E

Survey of Exceptionalities

COURSE SYLLABUS: Spring 2019

Course time and location: Tuesday & Thursday 11:00 – 12:15, Henderson 207

INSTRUCTOR INFORMATION

Instructor: Suzanne Thomas, Ph.D

Ad Interim Assistant Professor of Special Education

Office Location: Binnion Hall # 221

Office Hours: Tuesday & Thursday 9:30-10:30 AM; Wednesday 3:00 – 4:00 PM or by appointment. Please feel free to contact me (preferably by e-mail) to schedule an appointment.

Office Telephone: (903) 886-5940

Office Fax: (903) 886-5510

University Email Address: Suzanne.thomas@tamuc.edu (preferred contact method)

Preferred Form of Communication: e-mail

Communication Response Time: I will respond to e-mail communication within 48 hours of receipt. I will not respond to e-mails on weekends or holidays.

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Hallahan, D.P., Kauffman, J. M., & Pullen. P.C. (2012). *Exceptional Learners: An Introduction to Special Education (13th Ed.)*. Boston: Allyn and Bacon. (ISBN # 13:978-0-13-703370-6 / 10:0-13-703370-2)

Software Required: Microsoft office suite (Word, PowerPoint)

Optional Texts and/or Materials: Some of the chapters studied will include supplemental readings (e.g., articles, book chapters, websites, etc.). Required readings will be posted or provided by the instructor.

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.

Student Learning Outcomes Following completion of this course, the student is expected to be able to

| SLO # | Student Learning Outcome |
|---------------------|---|
| #1A | Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories. |
| # 1B | Describe characteristics, needs and evidence based interventions of students served in each service category. |
| # 2 | Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT). |
| #3 | Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities. |
| # 4 | Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities. |
| Global Learning SLO | |
| QEP | Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups. |

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 at the conclusion of this course, each student will be able to demonstrate a limited understanding of each course objective.

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

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

ASSIGNMENTS / ACTIVITIES / EXPECTATIONS

1. Bonus Assignments:

As you read through your syllabus, you may see one or more mystery or bonus assignments. Additional assignments throughout the semester may contain bonus assignments, as well. Completing these bonus assignments could net you additional points toward your final point total. Because bonus assignments may be available throughout the semester, make-up or extra credit assignments will not be given.

2. Get to Know Your Syllabus: Sample Quiz

Week #1 contains a short, sample quiz over this syllabus. It is intended to give you an opportunity to “practice” taking an on-line quiz. There are 15 questions on this quiz, worth one point each. READ THE SYLLABUS before starting this quiz. Then, just “dive in”. The quiz does not include questions from the “technology required” or “university policies” sections of the syllabus. It’s over things like assignments and class policy.

- Grading: 15 points Be sure to read your syllabus carefully
- Due date: **midnight Sunday, January 20, 2019**

3. Misunderstood Minds:

To complete this assignment, you are required to watch several short video clips and reflect on what you learned. The video clips will serve as an introduction to special education for those unfamiliar with students with learning and behavioral differences and will be a surprise to many who do have some background in special education. We will continue to refer to this series of videos throughout the semester.

For this assignment you are required to watch 9 parts of the video, *Misunderstood Minds*. This series of videos introduces you to 5 “exceptional” children and their families and will help you to begin to think about a variety of aspects not generally thought about when discussing “exceptional” children. Few people would ever think about special education when first introduced to Nathan VanHoy!

1. See specific information posted in Week 1 about this assignment
2. Access the videos at [YouTube Videos](#) (Link opens in new YouTube window) At YouTube, search “Misunderstood Minds”
3. Watch Chapters 1 through Chapter 8.1. All are approximately 9 minutes with the exception of 8.1 which is 4:39 minutes.

Your Assignment: Write a 1/2 to 1 page maximum reaction on **what you learned** from watching the clips (*don't just review each clip*). You should look for similarities or differences across all of these videos even though the students, the disabilities and the families are all very different. Your reflection paper should be brief, but include enough detail to show me that you watched the clips. **MAXIMUM LENGTH = 1 PAGE!** **Post your reaction paper to the M.Minds assignment forum in week #1.**

- Grading: 25 points`
 - For 5 bonus points, end your reaction paper with the words “All Children are Exceptional”
- Due date: **11:59 pm Sunday, January 20th**

4. **Weekly Assignments (12 assignments)**

For each lesson (approximately weekly), you will have an assignment that will cover all information for that week. Assignments may be **a reaction paper, a discussion forum posts or a quiz**. Please read carefully the information that follows about each type of assignment (reaction paper, discussion post or quiz).

Each Weekly Assignment (whether a reaction paper, discussion post or chapter quiz) will have a specific due date. Assignments will not be accepted after the due date. **The timelines for weekly assignments in this course are not negotiable.**

Reaction Paper: When a weekly assignment includes a **Reaction Paper**, you will be given an assignment to read (e.g., an article or blog), listen to (e.g. a PodCast), watch (e.g., a video), or explore (e.g., Website). You will then be required to write a short paper or paragraph explaining your

reaction. Instructions, including minimum length, will be given for each assignment.

Discussion Forum Participation: When a weekly assignment includes a discussion forum post, students are expected to participate actively. For each discussion, you are to contribute thoughtful reflections to a thought-provoking question based on assigned readings / videos, etc. As these are individualized reflections, you cannot copy your opinion from the text and your opinion may differ from your classmates. For some discussion forum, you will be required to respond to one posting of one of your classmates (**peer response**).

- For this assignment, you may be assigned a group. Try to post with this group.
- Due dates for each reflection and each peer response (if required) will be included in each assignment. Typically, your discussion must be posted by midnight Sunday and, if included, your peer response must be posted by midnight Wednesday. However, this may not hold true for every assignment – so check each assignment carefully. Postings after the due date WILL NOT be accepted!

NOTES ABOUT DISCUSSION REFLECTIONS AND RESPONDING

Discussion assignments are to encourage **thoughtful** reflection and expression of your views. This is a college class, so postings called “drive by” postings (“that’s great”, “yea I agree”, “You go girl!”) are not welcome and will NOT receive a high grade.

- There is no minimum length or required number of words. Conversely, I don’t encourage really long answers – remember your peers have to read it and they are just as cramped for time as you are. Generally, *a few sentences or a short paragraph* is sufficient.
- In responding to another person’s post, be considerate and respectful. You may not agree – and do not have to. We all learn by being challenged to think deeper and consider alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree with the opinion of a peer, you are expected to express your disagreement in a respectful way.
- On this same line, your grade will not be based on whether or not you agree with MY opinion. I will try to pose questions so that you don’t try to answer as you think I want you to. Justify your answer; show your thought process regardless of your opinion.
- Typically, your grade will not be based on writing mechanics or correctness of grammar and punctuation. Good writing mechanics

shows a respect for your reader, however, and allows me to score your response (and not your grammar). If your writing, spelling or grammar compromises my reading and understanding, you will not receive a high score. On this note – I don't speak "text" very well, so don't use text abbreviations and expect me to understand. Play it safe and don't use these abbreviations.

- At times, you will need to support your opinion with "facts". For example, "I believe children with learning disabilities should receive ___ as the law says ___". When used, facts must be correct in order for you to receive full credit for your post.
- Personal experience can be a great contributor to your response to a discussion question. Personal experiences can support your answer but cannot justify it, however. I must be able to see from your response that you have completed requirements of the assignment (read and understood the assigned materials). Citing personal experience alone will not garner a high grade.
- You may be assigned a discussion group. It is sometimes difficult for me to find your post if you do not post with your group. Therefore, if you are in a group, try to post with your group, as possible.

In summary, discussion forum posts WILL be graded on:

- ✓ **Timeliness** – late postings WILL NOT be graded and will receive a ZERO
- ✓ **Thoughtfulness** - I must be able to see your original thought process based on the assignment, which can be supported by, but not solely based on, your personal experience. "Original thought" means your answer cannot be copied from the text or any other source/website.
- ✓ **Factual correctness** – if you cite a "fact" it must be correct
- ✓ **Collaborative spirit** – you don't have to agree with your peers, but your disagreement must have a professional, and respectful tone
- ✓ **Writing mechanics** –if I can't understand your post, I can't grade it.

Chapter Quizzes: The third possible type weekly assignment is a chapter quiz. These quizzes are intended to give you an idea of what to expect on the mid-term and final examinations. Typically, the quizzes will be open for the entire week, and, generally, will close on Sunday at 11:59 pm but *you are responsible* to verify the closing date / time of each quiz. You will be allowed to take the quiz only one time unless otherwise noted. These quizzes are open book, open notes, but closed to your peers (it must be your own work). The quizzes will be timed so, even though you can have access

to your book, you will need to have a good understanding of all the material ***in advance*** of taking the quiz to complete it timely.

- Grading: 30 points each for 12 assignments = 360 total points
 - *If the discussion requires a peer response, the 30 points will be divided with your reflection worth 20 points and your peer response 10 points.
- **DUE DATE:** See each assignment – approximately weekly
- **CAUTION: No weekly assignment will be accepted late.**

5. Disability in Society

These two assignments will allow students to analyze how society experiences “disability” as it is portrayed in film (the movies) and from interviewing a family of a student with a disability.

Film Analysis: You will be provided a list of films to choose from for this assignment. Additional information on this assignment will be provided.

- Grading: 50 points
- Due Dates: 11:59 pm **Sunday, February 24**
- Can be turned in before the due date

Family Study:

This assignment will allow students to interact with a family of a student with a disability and analyze how having a child with a disability is perceived and experienced by families in day-to-day situations. Possible questions to ask the family will be provided along with a format for your report.

Additional information and instructions for completing this assignment will be posted in a content module along with the film analysis requirements.

- **Grading: 50**
- **DUE DATE: 11:59 pm Sunday, April 14**
- Can be turned in before the due date.

6. Assessments (Tests)

Two major exams be given – a mid-term and a final exam. Assessments may consist of both objective questions and/or short essay questions. All objective exams will be posted on-line. Specific time periods will be allocated for each examination. Exams are closed book (no access to notes/book) unless otherwise specified.

- Grading: 100 points per exam for 2 exams = 200 total points
- Tentative exam schedule: Midterm week #9 and the final exam as scheduled by the university

STUDENT LEARNING OUTCOME GRADING & EVALUATION MATRIX

| Student Learning Outcome | M. Minds | Weekly Assign. | Film& Family | Exams |
|---|-----------------|-----------------------|-------------------------|--------------|
| # 1A Define special education service categories as outlined in IDEA to include possible causes and prevalence rates of various service categories. | X | X | X | X |
| # 1B Describe characteristics, needs and evidence based interventions of students served in each service category. | X | X | X | X |
| # 2 Explain the special education process and procedures for assessing and developing the educational plans of individuals with disabilities including the use of assistive technology (AT). | | X | X | X |
| # 3 Conceptualize special education as a system of service delivery. Describe the historical influences of special education including the major legislations governing the delivery of educational services for individuals with disabilities. | | X | | X |
| # 4 Identify techniques for communicating effectively to support collaboration with families and other professionals serving students with disabilities. | X | X | X | X |
| QEP Evaluate environmental and cultural influences on delivery of effective educational services to students, including students from diverse ethnic and language groups. | | X | | X |

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|----------------|------------------------------|--------------------------------|
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- 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
- For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- 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.

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.

ACCESS AND NAVIGATION

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.

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.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

My preferred method for you to contact me is via e-mail at Suzanne.Thomas@tamuc.edu. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week.

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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance Students are expected to be present for all scheduled class meetings. Five points will be deducted for

- all unexcused absences
- each 3 tardies (e.g., tardy 3 times = -5; tardy 6 times = -10, etc.)
 - leaving early is considered the same as arriving late
- During class, students are expected to participate in class discussions, demonstrating college-level preparation and participation. Points will be deducted from the final grade at the discretion of the instructor for failure to participate. Failure to participate can be demonstrated in many ways. Examples include (but are not limited to)
 - Not paying attention (unable to answer question when called on [not due to the lack of information but the lack of knowing the question]), texting, playing games on phone or computer, using electronics not related to course content, talking, sleeping, working on non-class materials.
- In-class assignments, quizzes or other type graded activities may be presented at various times during the semester. **No “make-up” assignments will be made for these unannounced in-class assignments.**

Attendance points will be deducted per above FROM YOUR FINAL GRADE. Therefore, two (2) unexcused absences will result in a 10 point deduction – equivalent to one letter grade. If you know you will have an excused absences (see student guidebook), you should contact the instructor *prior to* the class meeting as possible.

Late Assignments: All assignments must be turned in by the assigned due date. Any late assignment (except for chapter assignments discussed below) will receive a 10% deduction PER DAY for the first 3 days it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). *Any assignment turned in three or more days after the due date will not be graded and will receive a grade of zero.*

- **An additional note about timeliness of weekly (chapter) assignments:** As stated above in the section about chapter assignments, a chapter assignment (either a chapter quiz or a discussion post or response paper) **will not be accepted after the due date.** **The timelines for this course are not negotiable.**

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/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

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](#).

<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>

[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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@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.

COURSE OUTLINE / CALENDAR
Tentative Course Schedule
SPED 346.01E Survey of Exceptionalities - Spring 2019

(Tentative Schedule – subject to announced changes)

Refer to D2Learn announcements and your myLeo e-mail for changes to assignments, requirements or schedule due dates.

| Date | Activity | WORK DUE | Following This Class: After this week, I need work on . |
|-------------------------|---|--|---|
| Week # 1 Jan 15 & 17 | Review Syllabus & Course Requirements Read chapter 1: Exceptionality and Special Education View: “ <i>Misunderstood Minds</i> ” video series | DUE 11:59 pm, Sunday, Jan 20th - Sample Quiz - <i>Misunderstood Minds</i> reflection | Read Chapter 2 |
| Week # 2 Jan 22 & 24 | Read Chapter 2: Integration, inclusion, and support of positive outcomes | Chapter Assignment # 1 | Decide on movie for film review Read Chapters 3 & 4 and posted articles |
| Week # 3 Jan 29 & 31 | Read Chapter 3: Multicultural and Bilingual Aspects of Special Education Read Chapter 4: Parents and Families Read posted articles: including “To Teach Me Is to Know Me” | Chapter Assignment # 2 (Culture) (Quality Enhancement Plan) Chapter Assignment # 3 (Families & Poverty) | Read Chapter 5 Finalize movie selection |
| Week # 4 Feb 5 & 7 | Read Chapter 5: Learners with Intellectual and Developmental Disabilities | Chapter Assignment # 5 | Read Chapter 6 and posted readings on dyslexia |
| Week # 5 Feb 12 & 14 | Chapter 6: Learners with Learning Disabilities | Chapter Assignment # 6 | Read Chapter 6 and any posted readings on ADHD Complete Film Analysis |

The syllabus/schedule are subject to change.

| Date | Activity | WORK DUE | Following This Class: After this week, I need work on . |
|-------------------------------|---|---|--|
| Week # 6 Feb 19 & 21 | Chapter 7: Learners with Attention Deficit Hyperactivity Disorder | Chapter Assignment # 7 FILM ANALYSIS DUE 11:59 PM Sunday, February 24 | Read Chapter 8 |
| Week # 7 Feb 26 & 28 | Chapter 8: Learners with Emotional and Behavioral Disorders | Chapter Assignment # 8 | Read Chapter 9 |
| Week # 8 March 5 & 7 | Chapter 9: Learners with Autism Spectrum Disorder | Chapter Assignment # 9 | Study for Exam |
| Week # 9 March 12 & 14 | Mid Term EXAM | Chapters 1 - 9 | Relax & Enjoy Work on Family Interview |
| Week # 10 March 19- 21 | <i>Spring Break</i> | | |
| Week # 11 March 26 & 28 | Chapter 10: Learners with Communication Disorders | Chapter Assignment # 10 | Read Chapter 11 |
| Week # 12 April 2 & 4 | Chapter 11: Learners who are Deaf or Hard of Hearing | Chapter Assignment # 11 (covering vision and hearing) | Read Chapter 12 |
| Week # 13 April 9 & 11 | Chapter 12: Learners with Blindness or Low Vision | | Read Chapter 13 Complete Family Interview Report |
| Week # 14 April 16 & 18 | Chapter 13 (Partial): Learners with Low-Incidence, Multiple & Severe Disabilities | FAMILY INTERVIEW DUE 11:59 PM Sunday, April 14 | |
| Week # 15 April 23 & 25 | Report on Family Interviews | | Read Chapter 14 |
| Week # 16 April 30 – May 2 | Chapter 14: Physical Disabilities | Chapter Assignment # 12 | Review for Final |
| Week # 17 May 6 - 9 | Review OR Final (dependent on univ final exam schedule) | Review | Study for Final Exam |
| Week # 18 Week of May 13 | Final's Week | Final Exam – Chapters 10 – 15 | |