



# **Characteristics of Students with Mild to Moderate Disabilities**

**SPED 524 01W 22713  
Course Syllabus Spring 2019  
ONLINE**

## **INSTRUCTOR INFORMATION**

**Instructor:** Dr. Brittany L. Hott, Associate Professor  
**Office Location:** Virtual Office, Henderson 225  
**Office Hours:** Tuesdays 2:00-7:00, By Appointment  
**Office Phone:** (903) 886-5631  
**Office Fax:** (903) 886-5660  
**University Email Address:** Brittany.Hott@tamuc.edu  
**Preferred Form of Communication:** Email  
**Communication Response Time:** Within 1 business day

## **COURSE INFORMATION**

### ***Textbook(s) Required***

Raymond, E. B. (2017). *Learners with mild disabilities: A characteristics approach* (5<sup>th</sup> ed.). Boston, MA: Pearson.

### **Course Description**

#### ***University Catalog Description***

SPED 524 examines the characteristics of students with mild disabilities. Emphasis is placed on etiology, ethics, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, the need for academic, social, and emotional accommodations, assistive technology, and support. The content includes state and federal rules and regulations, issues and trends, instructional strategies, school-home partnerships, and formal and informal assessment.

### **Student Learning Outcomes**

Upon completion of this course, students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for students with emotional and behavioral disorders, students with learning disabilities students with mild intellectual disabilities.
3. Define learning disability, emotional disturbance, and mild intellectual disabilities.

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4. Describe how educators and other professionals determine the difference between typical and atypical behaviors.
5. Describe characteristics of K-12 students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
9. Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. Describe what an Individualized Education Program (IEP) is and how it is developed.

### **Texas EC-12 Special Education Competencies**

- Competency 001: The special education teacher understands and applies knowledge of the characteristics and needs of students with disabilities.
- Competency 003: The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
- Competency 005: The special education teacher knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
- Competency 008: The special education teacher promotes students' performance in English, language arts, and reading.
- Competency 009: The special education teacher promotes students' performance in mathematics.

### **Texas EC-12 Special Education Competencies**

- Competency 001: Students with Disabilities
- Competency 003, 004: Assessment and Evaluation
- Competency 006, 007: Curriculum and Instruction
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## **COURSE REQUIREMENTS**

### **Learning Activities**

- Student directed discussion and presentation of key concepts
- Analysis and synthesis of course readings using APA format
- Application of course concepts to case studies and practical scenarios

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- Analysis of course materials using a variety of mediums, including web-based resources, applicable professional organizations, and peer-reviewed journal articles

## Overview of Assignments

- **Personal Introduction and Statement of Interests (5 points)**  
Students will craft an introduction and statement of interests. Students will post their statements to the student lounge located within our course shell. Each statement will include information about your program, current employment/career goals, and areas of interest. Completion of the assignment will result in a score of 5 points.
- **Person First Language Activity (5 points)**  
Students will complete an activity requiring them to use person first language. Additional details and a rubric will be available in the eCollege DocShare folder.
- **Article Critiques (2 x 10 points, 20 points)**  
Students will review two articles related to special education. The instructor will place a variety articles related to course content in the eCollege DocShare folder. Students will select one article of interest from those provided and complete a review using a template provided by the instructor. Students must include an American Psychological Association (APA) citation, a summary of the article, and a brief personal reflection. A rubric and additional information will be provided by the instructor.
- **Disability Presentation (10 points)**  
Within the 13 federal disability categories, the student will investigate a disability area or sub-category of his/her choosing (e.g., Anxiety Disorder, Discalcula, Austim Level 1-A etc.). The student will create an interactive presentation and corresponding handout that includes research-based citations regarding identification, the social, academic, medical, and emotional implications across the lifespan (birth through adulthood), and evidence-based resources for school personnel. Some presentation options include narrated Power Point®, Prezi®, or Youtube video. Handouts may be created using Microsoft Word®. A rubric and additional information will be posted in the eCollege DropBox folder.
- **Case Study Analysis (2 x 10 points, 20 points)**  
The instructor will provide several case studies requiring the student to apply their knowledge of special education to real world scenarios. Students will choose two case studies over the course of the semester and answer corresponding questions. A rubric will be provided.
- **Disability Outline (5 x 3 points, 15 points)**  
Students will use an instructor provided template to complete a detailed outline of key concepts related to mild disability categories. These outlines will provide a

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synthesis of key course concepts and assist with preparation for the special education department comprehensive exam (see Special Education Graduate Handbook for additional information about the Comprehensive Exam) and the Texas Special Education EC-12 licensure exam.

- **Philosophy of Special Education (25 points)**  
Students will draft a 2-6 page philosophy of special education. Additional details and a rubric will be available in the eCollege DocShare folder.

## GRADING

Below are the basic weights of the various kinds of work required for the course. Assignments should be submitted to eCollege DropBox. Assignments are due at 11:59 PM on the dates indicated in the course schedule section of this syllabus. All written assignments should be typed and adhere to the American Psychological Association, 6<sup>th</sup> Edition manual, whenever appropriate. **In addition, all written assignments must contain a header with the name of the person submitting the assignment in the actual document itself (not just the file name when it is uploaded).** Late assignments will not be accepted. All assignments should reflect university level spelling, syntax, and grammar.

In order to maximize your learning and success in this course, the instructor is available to review drafts of any assignments prior to the due date for submission. The goal in doing this is to provide guidance in terms of the content of the assignment, not to edit writing mechanics. Drafts must be sent via email at least 3 business days prior to the assignment due date to allow sufficient time to provide constructive feedback in a timely manner.

Assignment	Points	Learning Outcome
Introduction and Statement of Interests	5	
Person First Language Activity	5	3
Article Critiques (2 x 10 points)	20	2,3,4,5,6
Disability Presentation and Handout	10	5,7
Case Study Analyses (2 studies x 10 points)	20	8,9,10,11,13
Disability Outlines (5 x 3 points)	15	1,3,4,10,11,12
Philosophy of Education	25	1-13
<b>Total</b>	<b>100/100%</b>	

***It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio.***

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### **Grading Scale**

A = 90-100%	D = 60-69%
B = 80-89%	F = 59 and below
C = 70-79%	

## **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:
  - 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\\_Reg\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browsset](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browsset)

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/)

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- 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](http://www.tamuc.edu/myleo) and 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.

Characteristics of Students with Mild to Moderate Disabilities is an online course. Our course schedule and eCollege shell are organized by topical areas. The instructor will add materials as we move through the course that align with student and class interests; however, all rubrics and core materials are available for immediate review. Please see the ***Instructor Introduction Module*** that provides an overview of the course and syllabus review posted to eCollege.

### **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).

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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 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.

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### **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/>

## **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**

### **Communication**

In addition to traditional face-to-face office hours, the instructor is available virtually by Skype, Zoom, Google Hangout and email during posted office hours. If you would like to schedule an appointment, the best way is to email. We can then set up a time to chat when it is convenient for you. On Mondays between 2:00 PM and 7:00 PM, the instructor will return emails upon receipt. Outside of these times, please allow one business day (24 hours) to receive a response.

### **Special Education Department Email Guidelines**

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In an attempt to provide a framework for professional communication, emails must contain the following:

- Subject Line: Course (e.g., SPED 524); additional information if desired (e.g., Case Study 1)
- Address the reader: Open with Dr. Hott
- Adhere to writing mechanics rules
- If asking for assistance with an issue, please list **at least 3 things** you have done to try and remediate the issue prior to contacting me (these should probably include looking at the syllabus/course rubrics/eCollege, contacting a colleague, and checking your text, etc.).
- Close with your name
- Please send emails from your University accounts. The instructor will not discuss grades over email. If you would like to discuss your grade, please make an appointment during office hours.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Participation**

Students are expected to actively participate in the course, complete readings, and submit assignments no later than the due dates indicated on the course schedule.

### **Academic Integrity**

By accepting this syllabus, the student pledges to uphold the principles of Academic Integrity expressed by the Texas A&M University- Commerce community and the Psychology, Counseling, and Special Education Department. The student agrees to observe these principles and to defend them against abuse by others.

- Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper citation. The instructor reserves the right to submit your work to Turnitin®, SafeAssign®, or similar plagiarism detection services, for an integrity assessment as needed.
- Copyright rules also apply. Use of graphics or data must also be cited, giving credit to the sources. This material includes, but is not limited to, journal articles, books, popular press articles, e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, and information from websites. Even if you give credit, you must get permission from the original source to use any data, graphic, or material that you did not create.
- Any attempt to circumvent the integrity of the testing process or otherwise evade the fullest demands of class assignments in an unethical manner constitutes cheating. This can mean looking on another student's exam, consulting notes or books during an exam unless specifically permitted by the instructor, and/or stealing an exam and circulating it among other students. Any offense wholly or

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partially touching the above definition constitutes cheating for the purposes of this class.

- Academic dishonesty will **not** be tolerated. Any act of academic dishonesty may result in earning a “0” in the course. All acts of academic dishonesty will be reported to the applicable program coordinator and department chair.
- For more details and the definition of academic dishonesty see the following procedures: For more details and the definition of academic dishonesty see the following procedures: [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

### **APA Style and Formatting**

**All work should be submitted using APA style.** If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed unless otherwise noted. <http://www.psywww.com/resource/apacrib.htm> is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6<sup>th</sup> edition for standard of procedures for applying APA style.

### **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](#).

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

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

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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.

### ***Tobacco Use***

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by Texas A&M– Commerce.

### ***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.

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## PROPOSED COURSE SCHEDULE

<b>Week</b>	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
Week 1 01/14/19	* Introductions * Syllabus Review Foundations of Special Education * Policies, Practices, and Programs * Screening, Assessment, and Classification * Educational and Service Delivery Models	* Course Introduction Power Point * Raymond 1 * Raymond 2, 3 * Guidelines for Writing About Persons with Disabilities * Snow (2004)	* Introduction and Statement of Interests (01/18/19)
Week 2 01/21/19	* Learners with Mild Intellectual and Developmental Disabilities	* Raymond 4	* Person First Language Activity (01/26/19)
Week 3 01/28/19	* Students with Learning Disabilities	* Raymond 5	* Disability Outline 1 Learning Disability (02/01/19)
Week 4 02/04/19	* Students with Emotional or Behavioral Disorders	* Raymond 6 * Hott & Walker (2016)	* Disability Outline 2 Emotional Disturbance (02/08/19)
Week 5 02/11/19	* Students with Attention, Communication, Physical and Sensory Functioning	* Raymond 7	* Disability Outline 3 Other Health Impairment (02/15/19)
Week 6 02/18/19	* Students with Autism Level 1-A	* Raymond 8	* Disability Outline 4 Autism (02/22/19)
Week 7 02/25/19	* Cognitive and Perceptual Characteristics	* Raymond 9	* Disability Presentation and Handout (03/01/19)
Week 8 03/04/19	* Language Characteristics	* Raymond 10	* Disability Outline 5 Speech and Language Impairment (03/08/19)
Week 9 03/11/19	* Academic Learning Characteristics (Mathematics)	* Raymond 11 * Fahsl (2004) * Cole & Moses (2010) * Hughes2016	* Article Critique 1 (03/15/19)

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Week 10 03/18/19	Spring Break		
Week 11 03/25/19	* Academic Learning Characteristics (Reading)	* Boyle (2008) * Anderson & Corbett (2008) * Student selected case study	Case Study 1 (03/29/19)
Week 12 04/01/19	* Academic Learning Characteristics (Writing)	* Shora & Hott (2016) *Malone et al. (2015)	
Week 13 04/08/19	* Social-Emotional Characteristics	* Walker & Hott (2015) * Hott & Walker (2015)	* Article Critique 2 (04/12/19)
Week 14 04/15/19	* Universal Design for Learning	* Lee et al. (2009) * Basham & Marino (2013) *Student selected case study	* Case Study 2 (04/19/19)
Week 15 04/22/19	* Introduction to Teaching Students with Mild to Moderate Disabilities	* Student selected readings	
Week 16 04/29/19	* Philosophy of Special Education	* Students selected readings	
Exam Week	* Philosophy of Special Education	* Student selected readings	* Philosophy of Special Education (05/06/19)

**IMPORTANT NOTE: Readings are due on or before the last class session for the week. Please note that this syllabus serves as a guideline for the course and is subject to change as necessary. It is the student's responsibility to check eCollege and email for updates regularly.**

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