



**SPED 346. 02W, 21401**

## **Survey of Exceptionalities**

COURSE SYLLABUS: SPRING 2022

### **INSTRUCTOR INFORMATION**

Instructor: Tiffany Solis-Sims, MS, Adjunct Professor

Office Location: n/a

Office Hours: by appointment

Cell Phone: 214-335-3007, please text first

University Email Address: tiffany.solis@tamuc.edu

Preferred Form of Communication: **University Email**

Communication Response Time: Using University Email= within 72 hours Monday-Friday, weekends and holidays may take longer.

*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. We can setup a time to meet face-to-face, if needed or video conference.*

### **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 (14<sup>th</sup> Ed.)*. Boston: Allyn and Bacon.

Software Required: Microsoft office suite (Word, PowerPoint)

Optional Texts and/or Materials: Materials in addition to the text will be provided by the instructor (D2L Brightspace) or the link will be provided.

*The syllabus/schedule are subject to change.*

## **Course Description**

This course will provide a survey of populations identified with exceptionalities. Attention will be given to the causes and effects of these differences upon the individual's development. Emphasis will be given to the historical, legal, and philosophical aspects of Special Education services.

## **Student Learning Outcomes**

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**

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs. Students must be able to log in to Pearson Learning Studio (eCollege/MyLeo/D2L Brightspace) and access all course materials and instructions through DocSharing/D2L Brightspace, turn in assignments through D2L Brightspace, receive updates to assignments or the schedule, post discussion forum posts, and communicate with the instructor and other students through the Virtual Office, and take on-line assessments.

### **Instructional Methods**

This is strictly an online class. All assignments, discussions, and exams will be completed in D2L. Please let me know if you need help accessing the material.

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

Students will be responsible for completing assigned readings and activities. You will need to regularly log into the course website, weekly/daily to complete all required assignments/assessments by the due date. You may complete the assignments/assessments before the due date if they are open for you to do so.

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## GRADING

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

Weights of the assessments in the calculation of the final letter grade.

Example:

Assignments	50%
Exams	50%
TOTAL	100%

### Assessments

**Exams:** Three objective exams will be given on the scheduled dates. Exams will be taken in D2L Online, and will be randomized to each user. You will have one attempt at each exam. You will have two hours to take each exam. **There will be NO MAKEUP opportunities for missed exams.** However, if there is a technical issue, those will be handled on a case-by-case basis.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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## 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](mailto: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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### Interaction with Instructor Statement

Responses to emails will be made Monday through Friday within 24 hours. Please note that I may not respond to emails on Saturdays, Sundays, during holidays, or late evenings. If you have any questions or need clarification on any aspect of the course, email me early in the week.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

- **Late assignments will not be accepted unless with instructor's prior approval (before the deadline) due to extenuating circumstances.**
- **Make-Up exam:** There will be NO make/up activities or exams for this course unless a true emergency exists. Students are expected to submit relevant documentation (i.e. doctor's note, funeral notice, etc.) when requesting a make/up examination.
- **Written Assignments.** Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. 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

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university. Proofread all assignments as only materials with minimal or no errors will receive high scores.

- **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” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.) or “suffers from \_\_\_” (say “has \_\_\_”).

### **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/student\\_guidebook/Student\\_Guidebook.pdf](http://www.tamuc.edu/student_guidebook/Student_Guidebook.pdf)

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

<https://www.britannica.com/topic/netiquette>

### **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](#)

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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>

## **Students with Disabilities-- ADA Statement**

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](mailto:studentdisabilityservices@tamuc.edu)

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

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

**The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)**

## **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.

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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

Unit	Days	Chapter Readings	Exam Dates
Unit 1 Chapters 1-4	Wk 1 1/12- 1/23	Chapter 1: Exceptionality and special education review	<b>Exam 1 by 2/12 (Chapters 1-4)</b> Open Monday to Sunday of the week assigned
	Wk 2 1/24- 1/30	Chapter 2: Current practices for Meeting the Needs of Exceptional Learners  <b>Film Analysis Due 1/30</b>	
	Wk 3 1/31- 2/5	Chapter 3: Multicultural and Bilingual Aspects of Special Education  <b>Misunderstood Minds Assignment Due 2/5</b>	
	Wk 4 2/6- 2/12	Chapter 4: Parents and Families  <b>Exam 1 Due by 2/12</b>	
	Wk 5 2/13- 2/19	Chapter 5: Learners with Intellectual and Developmental Disabilities  <b>IRIS Module Due 2/19</b>	
	Wk 6	Chapter 6: Learners with Learning Disabilities	

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Unit 2 High Incidence Disabilities	2/20-2/26		<b>Exam 2 by 3/26 (Chapters 5-8, 10)</b> Open Monday to Sunday of the week assigned.
	Wk 7 2/27-3/5	Chapter 7: Learners with Attention Deficit Hyperactivity Disorder  <b>Through Your Child's Eyes Due 3/5</b>	
	Wk 8 3/6-3/12	Chapter 8: Learners with Emotional or Behavioral Disorders	
	Wk 9 3/20-3/26	Chapter 10: Learners with Communication Disorders  <b>Exam 2 Due 3/26</b>	
Unit 3 Low Incidence Disabilities	Wk 10 3/27-4/2	Chapter 11: Learners who are Deaf or Hard of Hearing	<b>Exam 3 by 5/11 (Chapters 9, 11-15)</b> Open Monday to Friday of the week assigned.
	Wk 11 4/3-4/9	Chapter 12: Learners with Blindness or Low Vision  <b>RTI Case Study Due 4/9</b>	
	Wk 12 4/10-4/16	Chapter 9: Learners with Autism Spectrum Disorders	
	Wk 13 4/17-4/23	Chapter 13: Learners with Low-Incidence, Multiple, and Severe Disabilities  <b>AT Case Study Due 4/23</b>	
	Wk 14 4/24-4/30	Chapter 14: Learners with Physical Disabilities and Other Health Impairments	
	Wk 15 5/1-5/7	Chapter 15: Learners with Special Gifts and Talents  <b>Exam 3 Due by 5/11/21</b>	

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## ASSIGNMENTS/ACTIVITIES/EXPECTATIONS

### Course Assignments

- **Film Analysis:** 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, cultural response). Please email me for approval of the film you choose.
- **Misunderstood Minds Videos:** You will watch a series of videos and write a reflection (minimum of one paragraph per video). Videos will be shared via D2L.
- **IRIS Module:** You will navigate through the module and answer the assessment questions in a Word document.
- **Through Your Child’s Eyes Discussions:** You will watch a total of five videos-one video from each category (attention, organization, math, reading, writing). You will then write a reflection (not a summary) of the videos and their importance and influence.
- **RTI Case Study:** You will read the case studies and choose a student from each level to answer the questions at the end of their descriptions.
- **AT (Assistive Technology) Module:** You will read the module and complete the assessment questions in a Word document.

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