



## **SURVEY OF EXCEPTIONALITIES – SPED 346.02W - 21401**

COURSE SYLLABUS: SPRING 2024

### **INSTRUCTOR INFORMATION**

**Instructor: Jennifer Ozuna, M.Ed.**

Adjunct Professor Telephone: Cell (972) 948-9647 (please text before calling)

**University Email Address:** [Jennifer.Ozuna@tamuc.edu](mailto:Jennifer.Ozuna@tamuc.edu)

I will respond to emails within 48 hours.

**Office Hours:** You are welcome to text me any time after 3:15 pm (Please remember I do not have an office on campus).

### **COURSE INFORMATION**

Materials – Textbooks, Readings, Supplementary Readings Required

Textbook: Hallahan, Kaufman, & Pullen (2023). Exceptional Learners, 15th edition

#### **Course Description**

The 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

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team member as well as the policies and regulations applicable to special education programs in general will be covered.

### 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
4. Know how to communicate and collaborate effectively in a variety of professional settings

<b>Student Learning Outcomes</b>	<b>§235.131. Special Education Standards: Early Childhood-Grade 6</b>	<b>§235.133. Special Education Standards: Grades 6-12</b>
Students will reflect upon the impact of social, cultural, and linguistic diversity in the field of special education	(h)(15) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering their social, cultural, and linguistic diversity	(h)(16) engage in ongoing self-reflection to design and implement professional learning activities and advocate for improved outcomes for students with high support needs and their families, while considering the social, cultural, and linguistic diversity of students;
Students will identify ways to support self-reliance and self-advocacy	(b)(21) foster and support students in their development of self-reliance and self-advocacy	(b)(26) foster and support students in their development of self-reliance and self-advocacy;
Students will demonstrate knowledge of the ongoing relationship between legislation and practice in special education	(b)(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs	(b)(1) demonstrate knowledge of the major state and federal legislation (e.g., IDEA, Section 504, ADA, ADAAA) that has affected knowledge and practice of the education of individuals with high support needs;

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## COURSE REQUIREMENTS

Be able to use the D2L learning management system, Microsoft Word and PowerPoint, as well as use presentation and graphics programs

### Instructional Methods

**This is strictly an online class.** We will NOT meet in person or virtually. All assignments, discussions, and tests are **self-paced** and will be completed in the D2L. Please let me know if you need help accessing the material.

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

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.

## 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

Chapter Discussion Questions (7 @ 50 points each)	350
Film Analysis	100
Through Your Child's Eyes Discussion	100
Exam 1	100
Exam 2	100
Exam 3	100

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Total Points 850

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## Exams

**Exams:** Three objective exams will be given on the scheduled dates. Tests will be taken in D2L Online and will be randomized to each user. You will have one-attempt at each test. You will have *unlimited* time to 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.

## Assignments

**Chapter Discussion Questions:** You will answer seven discussion questions covering topics in the chapter readings.

**Film Analysis:** *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. Your Film Analysis must be posted in WORD AS AN ATTACHMENT

**Through Your Child’s Eyes Discussion** - You will watch a series of videos from students’ perspectives and respond in the discussion board.

# 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)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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>

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## **Interaction with Instructor**

Responses to emails and texts will be made within 48 hours. Holidays and/or weekends may affect the response time.

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

Late assignments will not be accepted unless with instructor's prior approval (before the deadline) or due to extenuating circumstances.

### **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).

<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:

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

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **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](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

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

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Velma K. Waters Library Rm 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/>

### **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.

### **A&M-Commerce Supports Students' Mental Health**

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)

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## COURSE OUTLINE / CALENDAR

Unit	Days	Chapter Readings/Assignment Due	Exam Date
<b>Unit 1: Chapters 1-5</b>	Week 1 January 10-14	<b>Chapter 1:</b> Exceptionality and Special Education  <b>Ch. 1 Discussion Question Due 1/14</b>	<b>Exam 1 (Chapters 1-5)  Open February 5-11</b>
	Week 2 January 15-21	<b>Chapter 2:</b> Current Practices for Meeting the Needs of Exceptional Learners  <b>Ch. 2 Discussion Question Due 1/21</b>	
	Week 3 January 22-28	<b>Chapter 3:</b> Justice, Equity, Diversity, and Inclusion in Special Education  <b>No assignments due this week</b>	
	Week 4 Jan 29-Feb 4	<b>Chapter 4:</b> Parents and Families  <b>Ch. 4 Discussion Question Due 2/4</b>	
	Week 5 February 5-11	<b>Chapter 5:</b> Learners with Intellectual and Developmental Disabilities  <b>EXAM 1 Due 2/11</b>	
<b>Unit 2: Chapters 6-10</b>	Week 6 February 12-18	<b>Chapter 6:</b> Learners with Learning Disabilities  <b>Ch. 6 Discussion Question Due 2/18</b>	<b>Exam 2 (Ch. 6-10)  Open March 11 - 24</b>
	Week 7 February 19-25	<b>Chapter 7:</b> Learners with Attention Deficit Hyperactivity Disorder  <b>Through Your Child's Eyes Discussion Due 2/25</b>	
	Week 8 Feb. 26-March 3	<b>Chapter 8:</b> Learners with Emotional or Behavioral Disorders  <b>No assignments due this week</b>	
	Week 9 March 4 - 10	<b>Chapter 9:</b> Learners with Autism Spectrum Disorders  <b>Ch. 9 Discussion Question Due 3/10</b>	
	<b>Spring Break March 11 - 15</b>		

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	Week 10 March 18 - 24	<b>Chapter 10:</b> Learners with Communication Disorders  <b>EXAM 2 - Due by 3/24</b>	
<b>Unit 3: Chapters 11-15</b>	Week 11 March 25 - 31	<b>Chapter 11:</b> Learners who are Deaf or Hard of Hearing  <b>Ch. 11 Discussion Question Due 3/21</b>	<b>Exam 3 (Ch 11-15)  Open Apr 22- May 3</b>
	Week 12 April 1-7	<b>Chapter 12:</b> Learners with Blindness or Low Vision  <b>Ch. 12 Discussion Question Due 4/7</b>	
	Week 13 April 8-14	<b>Chapter 13:</b> Learners with Low-Incidence, Multiple, and Severe Disabilities  <b>Film Analysis Due 4/14</b>	
	Week 14 April 15 - 21	<b>Chapters 14:</b> Learners with Physical Disabilities and Other Health Impairments  <b>No assignments due this week</b>	
	Week 15 April 22-May 3	<b>Chapter 15:</b> Learners with Special Gifts and Talents  <b>Exam 3 - Due by 5/3</b>	

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