



SPED 346 01W & Survey of Exceptionalities

COURSE SYLLABUS: Fall 2024

INSTRUCTOR INFORMATION

Instructor: Tiffany Solis-Sims, MS, Adjunct Professor
Office Location: on-line office hours by appointment
Office Hours: Via Zoom Monday-Friday 4pm-5pm or by appointment
Office Phone: Personal cell phone 214-335-3307, 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

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook Required:

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

Course Description

The course will provide a survey of population with exceptionalities. Attention will be given to the cause of these deviations and their effect upon the individual's development. Professional roles of the special education team member as well as the policies and regulations applicable to special education programs in general will be covered.

The syllabus/schedule are subject to change.

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.

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood-Grade 6	§235.133. Special Education Standards: Grades 6-12
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

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel.

Instructional Methods

This course is 100% online and self-paced. 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

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

Exam 1	100
Exam 2	100
Exam 3	100
Film Analysis	50
Multicultural Assignment	50
SPED Students at a Glance	50
IEP Scavenger Hunt	50
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Total	500

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Assessments

Exams: Three objective exams will be given on the scheduled dates. Tests will be taken in D2L (my Leo), and will be randomized to each user. You will have one attempt at each test. You will have two hours 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.

IEP Scavenger Hunt:

In this assignment, students will use a sample Individualized Education Plan to locate answers to specific questions.

Special Education: Students at a Glance:

In this assignment, students will read an article on organizing information related to student accommodations in special education and reflect upon how this method could be beneficial.

Multicultural Assignment:

In this assignment, students will reflect upon the social model of disability and the medical model of disability, as well as asset-based and deficit-based approaches to education.

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 the film (one paragraph)
- Critique of the film (one paragraph)
- Your analysis
 - Emotional Response
 - Portrayal
 - Filmmaking
 - Cultural Response

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:

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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

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.

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>

COMMUNICATION AND SUPPORT

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

Interaction with Instructor Statement

I will respond to email communication within 48 hours and grade assignments within one week of the due date.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Please communicate as soon as you have a concern about missing a class, quiz, or assignment deadline.

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 can be found at <https://www.tamuc.edu/student-code-of-conduct/>.

If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at <https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/>

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>

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 student academic dishonesty policy
[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

Undergraduate student academic dishonesty policy
[Undergraduate Student Academic Dishonesty Form](#)

Graduate student academic dishonesty policy:
<https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

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Graduate student academic dishonesty form:

<https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage.

Artificial Intelligence

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.

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.

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 Services
Velma K. Waters Library- Room 162

Phone (903) 886-5930

Fax (903) 468-8148

Email: StudentDisabilityServices@tamuc.edu

Website: <http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx>

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Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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

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.

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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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Counseling Center Services

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COURSE OUTLINE / CALENDAR

Tentative Course Schedule

Week	Topics & Assigned Readings/Activities
1	Chapter 1: Exceptionality and Special Education
2	Chapter 2: Current Practices for Meeting the Needs of Exceptional Learners
3	Chapter 3: Multicultural and Bilingual Aspects of Special Education
4	Chapter 4: Parents and Families
5	Chapter 5: Learners with Intellectual and Developmental Disabilities
6	Chapter 6: Learners with Learning Disabilities
7	Chapter 7: Learners with Attention Deficit Hyperactivity Disorder
8	Chapter 8: Learners with Emotional and/or Behavioral Disorders
9	Chapter 9: Learners with Autism Spectrum Disorders
10	Chapter 10: Learners with Communication Disorders
11	Chapter 11: Learners who are Deaf or Hard of Hearing
12	Chapter 12: Learners with Blindness or Low Vision
13	Chapter 13: Learners with Low-Incidence, Multiple, and Severe Disabilities
14	Thanksgiving Break
15	Chapter 14: Learners with Physical Disabilities and Other Health Impairments

Calendar: Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. **It is your responsibility to regularly check your email and D2L for announcements regarding the course.**

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