North Central State College

MASTER SYLLABUS	2026-2027

A. Academic Division: Liberal Arts

B. Discipline: Education

C. Course Number and Title: EDUT 2080 Individuals with Exceptionalities

D. Assistant Dean: Laura Irmer, MFA, MA

E. Credit Hours: 3

F. Prerequisites: EDUT 1070 Introduction to Child Development

G. Last Course/Curriculum Revision Date: Fall 2023 Origin date: 04/04/2019

H. Textbook(s) Title:

Exceptional Lives: Practice, Progress, & Dignity in Today's School

- Author(s): Ann Turnbull, Rutherford Turnbull, Michael L. Wehmeyer & Karrie A. Shorgren
- Copyright Year: 2024
- Edition: 10th
- ISBN: 9780137848898

I. Workbook(s) and/or Lab Manual: None

J. Course Description: This course is designed to cover the identification, developmental characteristics and intervention strategies for exceptional children and youth. An overview of handicapping conditions in young children, issues of normalization and least restrictive environment, individualization of learning programs, working with ancillary services (P.T., O.T., SLP), and experiences in segregated and integrated settings, as well as family and community needs are addressed. The course also focuses on self-understanding, understanding the work setting, and being an effective teacher.

K. College-Wide Learning Outcomes

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication – Written	
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	Critical Thinking Value Rubric Child Profile Project – Week 9
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student/candidate shall:

Course Outcomes	Assessments - - How it is met & When it is met
1. Explain how exceptionalities may interact with development and learning.	Chapter 2 /Presented Outcome is reviewed throughout the text and lectures Developmentary Summary wk. 12 Class activities wks 4, 5 & 10. Lesson plans wks 5 & 10 Task Analysis wk 4 Mid Term Final
2. Describe meaningful and suitably challenging learning experiences for individuals with exceptionalities.	Chapter 2 / Presented Class Activities wks 4, 5 & 10. Creation of Lesson plans wks 5 & 10 Task Analysis wk 4 Mid Term Final
3. Describe the principles of an individualized, safe, appropriately inclusive, culturally responsive learning environment.	Chapter 2 / Presented Outcome is reviewed throughout the text and lecture Class activities wks 3 & 4 Research Paper wk 8 Mid Term Final
4. Explain how the learning environment supports individuals with exceptionalities to improve academic and lifetime outcomes.	Chapters 1 & 2 /Presented Outcome is reviewed throughout the text and lecture Class activities wks 3 & 4 Child Profile Mid Term
5. Demonstrate knowledge of general curricula and evidence-based strategies to differentiate instruction for all learners.	Chapter 2 / Presented Outcome is reviewed throughout the text and lecture Class activities wks 3 & 4 Research paper wk 13 Mid Term Final
6. Describe the multiple methods of assessment and data sources that general educators use to increase learning for all students, such as recognizing warning signs, engaging appropriately in response to intervention (RtI), and reading and implementing an Individualized Education Program (IEP).	Chapter 2/ Presented Outcome is reviewed throughout the text and lecture Class activity wk 4 Research Paper Mid Term
7. Compare a variety of evidence-based instructional strategies to support learning of individuals with exceptionalities including multiple means of representation, expression, and engagement.	Chapter 2 /Presented Outcome is reviewed throughout the text and lecture Cass activities wk 5 Research paper Mid Term

Course Outcomes	Assessments - - How it is met & When it is met
8. Articulate foundational knowledge of the field, ethical principles, and dispositions to inform teaching and learning.	Chapter 1 / Presented Outcome is reviewed throughout the text and lectures. Video Reflection wks 3 & 5 Article Critique wks 3 & 5 Mid Term
9. Identify collaborative methods for working with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of diverse learners.	Chapters 1, 2, & 3 Outcome is reviewed throughout the text and lectures. Class activities in wks. 6, 7, & 15. Video Reflection wks 6 and 7. Movie Reflection wk 15 Supportive Service Summary wk 10 Agency Report Wk 9 Child Profile Wk 13 "Where Are the Parents" reflection paper Wk 8 Mid Term Final

M. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70-72	C-	1.67	Average
67–69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Below Average
00--59	F	0.00	Failure

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences. Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

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https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf

North Central State College

SYLLABUS ADDENDUM

Academic Division:	Liberal Arts	**Discipline:**	Education
Course Coordinator:	Heiden Eichorn		
Course Number:	EDUT 2080	**Course Title:**	Individuals with Exceptionalities
Semester / Session:	Spring 2026/ Session A	**Start / End Date:**	01/12/2026– 03/06/2026

Instructor Information

Name:	Heiden Eichorn	**Phone Number:**	(419) 631-5242
		E-Mail Address:	hsecrist-eichorn@ncstatecolleg.edu
Office Location:	Zoom	**Student Hours:**	Upon Request

I. Topical Timeline (Subject to Change):

II.

Week of Term	Topic	Reading & Materials	Assignment Due	Due Dates	Notes
Week 1	The Purpose, People, and Law of Special Education	Course Material Syllabus & Supplement People First Chapter 1 Power Points Chapter 1	Choose Research Topic Discussion Board – People First Class Activity #1 – Law and Special Education	Thur. Jan. 15 Thur. Jan.15 Thur. Jan. 15	NOTE: Email me with your choice of research topic for my approval.
Week 2	Planning and Providing Special Education Services	Chapter 2 Power Point Chapter 2 Document - "A Guide to parent Rights in Special Education"	Video Reflection – U.S. Laws that Impact Special Education Class Activity #2 – Labeling	Thurs. Jan. 22 Thurs. Jan. 22	

		Developmental Milestones	Class Activity #3 - Willowbrook Developmental Milestone Required Training	Thurs. Jan. 22 Thurs. Jan. 22 Thurs. Jan. 22	
Week 3	Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society	Chapter 3 Power Point Chapter 3 Article: Children with Down Syndrome and Plastic Surgery IEP Process – Who's IDEA is This?"	Reflection Paper: Plastic Surgery and Children with Down Syndrome Task Analysis Class Activity #4 – IDEA Video Reflection – "Medicating Our Children"	Thurs. Jan. 29 Thurs. Jan. 29 Thurs. Jan 29	
Week 4	Intellectual Disability Learning Disabilities	Mid Term Study Guide Reading: "Where are the Parents" A Trip to Holland Chapter 4 Power Point Chapter 4 Chapter 5 Power Point Chapter 5	Video Reflection – "Parents with Disabilities Raising Children" Discussion Board – "Where are the Parents" Reflection Paper – "A Trip to Holland	Thurs. Feb. 5 Thurs. Feb. 5 Thurs. Feb. 5	
Week 5	MID TERM Emotional Disorders Behavioral Disorder Communication Disorders	Chapter 6 Power Point Chapter 6 Chapter 7 Power Point Chapter 7 Chapter 8	Book Share/ Review Supportive Service Summary Assessment	Thurs. Feb. 12 Thurs. Feb. 12 Thurs. Feb. 12	See Week 5 Module for important information concerning the Final.

		Power Point Chapter 8			
Week 6	Deafness and Hearing Loss Blindness and Low Vision Physical Disabilities, Health Impairments, and ADHD	Chapter 9 Power Point Chapter 9 Chapter 10 Power Point Chapter 10 Chapter 11 Power Point Chapter 11	Research Paper Research Power Point Research Paper – Additional Resources Movie & Reflection: "I Am Sam"	Thurs. Feb. 19 Thurs. Feb. 19 Thurs. Feb. 19 Thurs. Feb. 19	
Week 7	Low-Incident Disabilities: Severe/Multiple Disabilities, and Traumatic Brain Injury Gifted and Talented Early Childhood Special Education	Chapter 12 Power Point Chapter 12 Chapter 13 Power Point Chapter 13 Chapter 14 Power Pont Chapter 14	Article Review Gifted & Talented Paper Classroom: Mindful Transitions Paper Article Review: Transitioning into Adulthood"	Thurs. Feb. 26 Thurs. Feb. 26 Thurs. Feb. 26 Thurs. Feb. 26	
Week 8	**FINAL EXAM** **Transitioning into Adulthood**	Article -Transitions Out of the Classroom Article- Transitions into Adulthood	Final Article Review Article Search and Review	**Wed March 4** Thurs. March 5 Thurs. March 5	**Final**

II. Course Assignments:

1. Midterm exam
2. Final exam
3. Child profile research
4. Two learning experience plans (LEPs)
5. Research paper focused on one exceptionality and presentation
6. Task analysis
7. Agency reports
8. Video reflections

9. Article review
10. Developmental summary
11. Supportive services summary
12. Review of inclusive children's books
13. Explanation of child assessment instrument with instrument

Week 1

Due Thursday, August 14th at 11:59pm

Required Reading

- Course Material
  Syllabus & Supplement
- People First
- Chapter 1
- Power Points Chapter 1

Assignments Due

- Choose Research Topic
- Discussion Board – People First
- Class Activity #1 – Law and Special Education

Week 2

Due Thursday, August 21st *at 11:59 pm*

Required Reading

- Chapter 2
- Power Point Chapter 2
- Document - "A Guide to parent Rights in Special Education"
- Developmental Milestones
- Power Point Chapter 2
- Document - "A Guide to parent Rights in Special Education"
- Developmental Milestones

Assignments

- Video Reflection – U.S. Laws that Impact Special Education
- Class Activity #2 – Labeling
- Class Activity #3 – Willowbrook
- Developmental Milestone
- Required Training

Week 3

Due Thursday, August 28th at 11:59 pm

Required Readings

- Chapter 3
- Power Point Chapter 3
- Article: Children with Down Syndrome and Plastic Surgery
- IEP Process – Who's IDEA is This?"

Assignments

- Reflection Paper: Plastic Surgery and Children with Down Syndrome
- Task Analysis
- Class Activity #4 – IDEA
- Video Reflection – "Medicating Our Children"

Week 4

Due Thursday, September 4th *at 11:59 pm*

Required Reading

- Mid Term Study Guide
- Reading: "Where are the Parents"
- A Trip to Holland
- Chapter 4
- Power Point Chapter 4
- Chapter 5
- Power Point Chapter 4

Assignments

- Video Reflection – "Parents with Disabilities Raising Children"
- Discussion Board – "Where are the Parents"
- Reflection Paper – "A Trip to Holland

Week 5

Due Thursday, September 11tth *at 11:59 pm*

Require Readings

- Chapter 6
- Power Point Chapter 6
- Chapter 7
- Power Point Chapter 7
- Chapter 8
- Power Point Chapter 8

Assignments

- Book Share/ Review
- Supportive Service Summary
- Assessment
- Mid Term

Week 6

Due Thursday, September 18st *at 11:59 pm*

Required Readings

- Chapter 9
- Power Point Chapter 9
- Chapter 10
- Power Point Chapter 10
- Chapter 11
- Power Point Chapter 11

Assignments

- Research Paper
- Research Power Point
- Research Paper – Additional Resources
- Movie & Reflection: "I Am Sam"

Week 7

Due Thursday, September 25th *at 11:59 pm*

Required Readings

- Chapter 12
- Power Point Chapter 12
- Chapter 13
- Power Point Chapter 13
- Chapter 14
- Power Pont Chapter 14

Assignments

- Article Review
- Gifted & Talented Paper
- Classroom: Mindful Transitions Paper
- Article Review: Transitioning into Adulthood"

Week 8

Due Friday, October 3rd at 11:59 pm

Required Readings

- Article -Students Choice
- Article- Transitions into Adulthood
- Study Guide

Assignments

- Final
- Article Review
- Article Search and Review

III. Grading and Testing Guidelines:

Activity	Qty	Points	Percentage
Discussion Board	**2**	**10, 10**	**2.21%**
Class Activities	7	**30, 10, 50, 21, 50, 50, 50**	**28.87%**
Video/Movie Reflection	**4**	**10, 50, 50, 30**	**15.49%**
Developmental Milestone	**1**	**20**	**2.21%**
Task Analysis	**1**	**25**	**2.77%**
Book Share	**1**	**10**	**1.11%**
Supportive Service Summary	**1**	**50**	**11.06%**
Assessment	**1**	**10**	**1.11%**
Research Paper	**1**	**100**	**11.06%**
Research Paper Supplement	**1**	**10**	**1.11%**
Power Point	**1**	**50**	**5.53%**
Exams	**2**	**103, 100**	**22.46%**
Required Training	**1**	**5**	**0.55%**

The point value of each assignment is given on each assignment sheet. The final grade will be determined on an accumulative point basis. The student is referred to the college grading scale as printed in the most recent college catalog and in Section O above.
A Word About Grammar And Spelling – Written communication is required of most early childhood personnel. It is important that you apply the skills taught in your communication courses to your other

The point value of each assignment is given on each assignment sheet. The final grade will be determined on an accumulative point basis. The student is referred to the college grading scale as printed in the most recent college catalog and in Section O above.
A Word About Grammar And Spelling – Written communication is required of most early childhood personnel. It is important that you apply the skills taught in your communication courses to your other course work. Error in grammar and spelling affect your grade on written papers and projects prepared outside of class.

It is unacceptable for students to submit the same work in different courses.
It is unacceptable for students to submit the same work for different assignments in the same course.
Both above are forms of dishonesty.

It is, however, expected that students will utilize teaching materials and plans developed in methods courses when engaged in field experiences.

IV. Examination Policy:

The reasons for which a student will be excused from taking an examination

a. Hospitalization (with documented verification)
b. Death in the immediate family (with documented verification)
c. Personal illness or illness in immediate family - (doctor's excuse required).

Tests/Exams must be made up within one week after they have been given in class. Make-up test will be administered at the instructor's convenience. The testing center will be available on certain days and during specific hours. **You must notify your instructor IN ADVANCE if you will not be in attendance for test and/or exams**.

V. Class Attendance and Homework Make-Up Policy:

Attendance in class and lab is the student's responsibility. The student is responsible for all material covered in class. Absence from a class does not excuse a student from assignment dates. It is the student's responsibility to see that the assignment is delivered or e-mailed to the instructor. Assignments are due as outlined on the course syllabus. Late papers or projects may not be accepted, or the grade will be lowered by 10% each class meeting the paper is late. Written work must be submitted on the appropriate forms. Presentation and research reports must be typed. Papers torn from notebooks are not acceptable.

VI. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.

Electronic Equipment Policy – Cell phone, pagers, iPods, must all be turned OFF during class time. If you need to have your cell phone on for emergency reasons, please clear that with the instructor before class begins.

North Central State College

MASTER SYLLABUS	2025-2026

A. Academic Division: Liberal Arts

B. Discipline: Education

C. Course Number and Title: EDUT 2080 Individuals with Exceptionalities

D. Assistant Dean: Laura Irmer

E. Credit Hours: 3

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L. Course Outcomes and Assessment Methods:

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67–69	D+	1.33	Below Average
63-66	D	1.00	Below Average
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00-59	F	0.00	Failure

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SYLLABUS ADDENDUM

Academic Division:	Liberal Arts	**Discipline:**	Education
Course Coordinator:	Heiden Eichorn		
Course Number:	EDUT 2080	**Course Title:**	Individuals with Exceptionalities
Semester / Session:	Spring 2026/ Session A	**Start / End Date:**	01/12/2026– 03/06/2026

Instructor Information

Name:	Heiden Eichorn	**Phone Number:**	(419) 631-5242
		E-Mail Address:	hsecrist-eichorn@ncstatecolleg.edu
Office Location:	Zoom	**Student Hours:**	Upon Request

I. Topical Timeline (Subject to Change):

II.

Week of Term	Topic	Reading & Materials	Assignment Due	Due Dates	Notes
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		Developmental Milestones	Class Activity #3 - Willowbrook Developmental Milestone Required Training	Thurs. Jan. 22 Thurs. Jan. 22 Thurs. Jan. 22	
Week 3	Collaborating with Parents and Families in a Culturally and Linguistically Diverse Society	Chapter 3 Power Point Chapter 3 Article: Children with Down Syndrome and Plastic Surgery IEP Process – Who's IDEA is This?"	Reflection Paper: Plastic Surgery and Children with Down Syndrome Task Analysis Class Activity #4 – IDEA Video Reflection – "Medicating Our Children"	Thurs. Jan. 29 Thurs. Jan. 29 Thurs. Jan 29	
Week 4	Intellectual Disability Learning Disabilities	Mid Term Study Guide Reading: "Where are the Parents" A Trip to Holland Chapter 4 Power Point Chapter 4 Chapter 5 Power Point Chapter 5	Video Reflection – "Parents with Disabilities Raising Children" Discussion Board – "Where are the Parents" Reflection Paper – "A Trip to Holland	Thurs. Feb. 5 Thurs. Feb. 5 Thurs. Feb. 5	
Week 5	MID TERM Emotional Disorders Behavioral Disorder Communication Disorders	Chapter 6 Power Point Chapter 6 Chapter 7 Power Point Chapter 7 Chapter 8	Book Share/ Review Supportive Service Summary Assessment	Thurs. Feb. 12 Thurs. Feb. 12 Thurs. Feb. 12	See Week 5 Module for important information concerning the Final.

		Power Point Chapter 8			
Week 6	Deafness and Hearing Loss Blindness and Low Vision Physical Disabilities, Health Impairments, and ADHD	Chapter 9 Power Point Chapter 9 Chapter 10 Power Point Chapter 10 Chapter 11 Power Point Chapter 11	Research Paper Research Power Point Research Paper – Additional Resources Movie & Reflection: "I Am Sam"	Thurs. Feb. 19 Thurs. Feb. 19 Thurs. Feb. 19 Thurs. Feb. 19	
Week 7	Low-Incident Disabilities: Severe/Multiple Disabilities, and Traumatic Brain Injury Gifted and Talented Early Childhood Special Education	Chapter 12 Power Point Chapter 12 Chapter 13 Power Point Chapter 13 Chapter 14 Power Pont Chapter 14	Article Review Gifted & Talented Paper Classroom: Mindful Transitions Paper Article Review: Transitioning into Adulthood"	Thurs. Feb. 26 Thurs. Feb. 26 Thurs. Feb. 26 Thurs. Feb. 26	
Week 8	**FINAL EXAM** **Transitioning into Adulthood**	Article -Transitions Out of the Classroom Article- Transitions into Adulthood	Final Article Review Article Search and Review	**Wed March 4** Thurs. March 5 Thurs. March 5	**Final**

II. Course Assignments:

1. Midterm exam
2. Final exam
3. Child profile research
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5. Research paper focused on one exceptionality and presentation
6. Task analysis
7. Agency reports
8. Video reflections

9. Article review
10. Developmental summary
11. Supportive services summary
12. Review of inclusive children's books
13. Explanation of child assessment instrument with instrument

Week 1

Due Thursday, August 14th at 11:59pm

Required Reading

- Course Material
  Syllabus & Supplement
- People First
- Chapter 1
- Power Points Chapter 1

Assignments Due

- Choose Research Topic
- Discussion Board – People First
- Class Activity #1 – Law and Special Education

Week 2

Due Thursday, August 21st *at 11:59 pm*

Required Reading

- Chapter 2
- Power Point Chapter 2
- Document - "A Guide to parent Rights in Special Education"
- Developmental Milestones
- Power Point Chapter 2
- Document - "A Guide to parent Rights in Special Education"
- Developmental Milestones

Assignments

- Video Reflection – U.S. Laws that Impact Special Education
- Class Activity #2 – Labeling
- Class Activity #3 – Willowbrook
- Developmental Milestone
- Required Training

Week 3

Due Thursday, August 28th at 11:59 pm

Required Readings

- Chapter 3
- Power Point Chapter 3
- Article: Children with Down Syndrome and Plastic Surgery
- IEP Process – Who's IDEA is This?"

Assignments

- Reflection Paper: Plastic Surgery and Children with Down Syndrome
- Task Analysis
- Class Activity #4 – IDEA
- Video Reflection – "Medicating Our Children"

Week 4

Due Thursday, September 4th *at 11:59 pm*

Required Reading

- Mid Term Study Guide
- Reading: "Where are the Parents"
- A Trip to Holland
- Chapter 4
- Power Point Chapter 4
- Chapter 5
- Power Point Chapter 4

Assignments

- Video Reflection – "Parents with Disabilities Raising Children"
- Discussion Board – "Where are the Parents"
- Reflection Paper – "A Trip to Holland

Week 5

Due Thursday, September 11tth *at 11:59 pm*

Require Readings

- Chapter 6
- Power Point Chapter 6
- Chapter 7
- Power Point Chapter 7
- Chapter 8
- Power Point Chapter 8

Assignments

- Book Share/ Review
- Supportive Service Summary
- Assessment
- Mid Term

Week 6

Due Thursday, September 18st *at 11:59 pm*

Required Readings

- Chapter 9
- Power Point Chapter 9
- Chapter 10
- Power Point Chapter 10
- Chapter 11
- Power Point Chapter 11

Assignments

- Research Paper
- Research Power Point
- Research Paper – Additional Resources
- Movie & Reflection: "I Am Sam"

Week 7

Due Thursday, September 25th *at 11:59 pm*

Required Readings

- Chapter 12
- Power Point Chapter 12
- Chapter 13
- Power Point Chapter 13
- Chapter 14
- Power Pont Chapter 14

Assignments

- Article Review
- Gifted & Talented Paper
- Classroom: Mindful Transitions Paper
- Article Review: Transitioning into Adulthood"

Week 8

Due Friday, October 3rd at 11:59 pm

Required Readings

- Article -Students Choice
- Article- Transitions into Adulthood
- Study Guide

Assignments

- Final
- Article Review
- Article Search and Review

III. Grading and Testing Guidelines:

Activity	Qty	Points	Percentage
Discussion Board	**2**	**10, 10**	**2.21%**
Class Activities	7	**30, 10, 50, 21, 50, 50, 50**	**28.87%**
Video/Movie Reflection	**4**	**10, 50, 50, 30**	**15.49%**
Developmental Milestone	**1**	**20**	**2.21%**
Task Analysis	**1**	**25**	**2.77%**
Book Share	**1**	**10**	**1.11%**
Supportive Service Summary	**1**	**50**	**11.06%**
Assessment	**1**	**10**	**1.11%**
Research Paper	**1**	**100**	**11.06%**
Research Paper Supplement	**1**	**10**	**1.11%**
Power Point	**1**	**50**	**5.53%**
Exams	**2**	**103, 100**	**22.46%**
Required Training	**1**	**5**	**0.55%**

The point value of each assignment is given on each assignment sheet. The final grade will be determined on an accumulative point basis. The student is referred to the college grading scale as printed in the most recent college catalog and in Section O above.
A Word About Grammar And Spelling – Written communication is required of most early childhood personnel. It is important that you apply the skills taught in your communication courses to your other

The point value of each assignment is given on each assignment sheet. The final grade will be determined on an accumulative point basis. The student is referred to the college grading scale as printed in the most recent college catalog and in Section O above.
A Word About Grammar And Spelling – Written communication is required of most early childhood personnel. It is important that you apply the skills taught in your communication courses to your other course work. Error in grammar and spelling affect your grade on written papers and projects prepared outside of class.

It is unacceptable for students to submit the same work in different courses.
It is unacceptable for students to submit the same work for different assignments in the same course.
Both above are forms of dishonesty.

It is, however, expected that students will utilize teaching materials and plans developed in methods courses when engaged in field experiences.

IV. Examination Policy:

The reasons for which a student will be excused from taking an examination

a. Hospitalization (with documented verification)
b. Death in the immediate family (with documented verification)
c. Personal illness or illness in immediate family - (doctor's excuse required).

Tests/Exams must be made up within one week after they have been given in class. Make-up test will be administered at the instructor's convenience. The testing center will be available on certain days and during specific hours. **You must notify your instructor IN ADVANCE if you will not be in attendance for test and/or exams**.

V. Class Attendance and Homework Make-Up Policy:

Attendance in class and lab is the student's responsibility. The student is responsible for all material covered in class. Absence from a class does not excuse a student from assignment dates. It is the student's responsibility to see that the assignment is delivered or e-mailed to the instructor. Assignments are due as outlined on the course syllabus. Late papers or projects may not be accepted, or the grade will be lowered by 10% each class meeting the paper is late. Written work must be submitted on the appropriate forms. Presentation and research reports must be typed. Papers torn from notebooks are not acceptable.

VI. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience.

Electronic Equipment Policy – Cell phone, pagers, iPods, must all be turned OFF during class time. If you need to have your cell phone on for emergency reasons, please clear that with the instructor before class begins.

EDUT 2080 Course Calendar

Spring 2026– Session A

Some items may be adjusted or omitted at the discretion of the instructor.
Be sure to read instructions and details in the Modules Section of Canvas.

Week	Topic	Readings & Material	Assignment Due	Due Date	Notes
Week 1	The Purpose, People, and Law of Special Education	Course Material Syllabus & Supplement People First Chapter 1 Power Points Chapter 1	Choose Research Topic Discussion Board – People First Class Activity #1 – Law and Special Education	Thur. Jan. 15 Thur. Jan.15 Thur. Jan. 15	 NOTE: Email me with your choice of research topic for my approval.
Week 2	Planning and Providing Special Education Services	Chapter 2 Power Point Chapter 2 Document - "A Guide to parent Rights in Special Education" Developmental Milestones	Video Reflection – U.S. Laws that Impact Special Education Class Activity #2 – Labeling Class Activity #3 - Willowbrook Developmental Milestone Required Training	Thurs. Jan. 22 Thurs. Jan. 22 Thurs. Jan. 22 Thurs. Jan. 22 Thurs. Jan. 22	
Week 3	Collaborating with Parents and Families in a Culturally	Chapter 3 Power Point Chapter 3	Reflection Paper: Plastic Surgery and Children with Down Syndrome	Thurs. Jan. 28	

	and Linguistically Diverse Society	Article: Children with Down Syndrome and Plastic Surgery IEP Process – Who's IDEA is This?"	Task Analysis Class Activity #4 – IDEA Video Reflection – "Medicating Our Children"	Thurs. Jan. 28 Thurs. Jan. 28 Thurs. Jan. 28	
Week	**Topic**	**Readings & Material**	**Assignment Due**	**Due Date**	**Notes**
Week 4	Intellectual Disability Learning Disabilities	Mid Term Study Guide Reading: "Where are the Parents" A Trip to Holland Chapter 4 Power Point Chapter 4 Chapter 5 Power Point Chapter 5	Video Reflection – "Parents with Disabilities Raising Children" Discussion Board – "Where are the Parents" Reflection Paper – "A Trip to Holland	Thurs. Feb. 5 Thurs. Feb. 5 Thurs. Feb. 5	
Week 5	MID TERM Emotional Disorders Behavioral Disorder Communication Disorders	Chapter 6 Power Point Chapter 6 Chapter 7 Power Point Chapter 7 Chapter 8	Book Share/ Review Supportive Service Summary Assessment	Thurs. Feb. 12 Thurs. Feb. 12 Thurs. Feb. 12	See Week 5 Module for important information concerning the Final.

		Power Point Chapter 8			
Week 6	Deafness and Hearing Loss Blindness and Low Vision Physical Disabilities, Health Impairments, and ADHD	Chapter 9 Power Point Chapter 9 Chapter 10 Power Point Chapter 10 Chapter 11 Power Point Chapter 11	Research Paper Research Power Point Research Paper – Additional Resources Movie & Reflection: "I Am Sam"	**Thurs. Feb. 19** **Thurs. Feb. 19** **Thurs. Feb. 19** **Thurs. Feb. 19**	
Week 7	Low-Incident Disabilities: Severe/Multiple Disabilities, and Traumatic Brain Injury Gifted and Talented Early Childhood Special Education	Chapter 12 Power Point Chapter 12 Chapter 13 Power Point Chapter 13 Chapter 14 Power Pont Chapter 14	Article Review Gifted & Talented Paper Classroom: Mindful Transitions Paper Article Review: Transitioning into Adulthood"	Thurs. Feb. 26 Thurs. Feb. 26 Thurs. Feb. 26 Thurs. Feb. 26	
Week 8	**FINAL EXAM** **Transitioning into Adulthood**	Article Article	Article Review Article Search and Review	**Wed. March 4** Thurs. March 5 Thurs. March 5	**Final**