# School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Fall, 2014</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC-5320 SEL2/EDUC 5300-N</td>
</tr>
<tr>
<td>Title</td>
<td>Exceptionality in Today’s Schools</td>
</tr>
<tr>
<td>Office</td>
<td>Malloy 124</td>
</tr>
</tbody>
</table>

## Prerequisites

None

## Textbooks Required


## Textbooks(s) Recommended


## National/Professional Association Standards Guiding Course

### National CEC Standards

- Understand the field of special education as an evolving discipline based on philosophies, evidence-based principles, laws and policies, diverse points of view and human issues that continue to influence the field and treatment of individuals with exceptional needs.
b) Demonstrate respect for their students first as unique human beings and also understand the similarities and differences in human development among individuals with and without exceptional learning needs.

c) Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.

d) Possess a repertoire of evidence-based instructional strategies in order to differentiate instruction for individuals with exceptional needs.

e) Create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions and active engagement in the general education curriculum.

f) Effectively collaborate with families, other educators and personnel from community agencies in culturally responsive ways in order to assure that the needs of students with exceptional educational needs are addressed throughout their schooling as well as during and after their transition to their next environment(s).

---

**COURSE OBJECTIVES/LEARNER OUTCOMES**

Upon completion of this course, the student will:

1. Understand the characteristics and needs of students with disabilities, including the various disability identification and eligibility criteria (PSEL related).

2. Be familiar with the differences between formal and informal assessment procedures and how to evaluate student competencies to make instructional decisions.

3. **Understand procedures for planning culturally/linguistically responsive instruction for individuals with disabilities** (PSEL related)

4. Understand procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology and culturally responsive teaching.

5. Be familiar with evidence-based strategies to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations. (PSEL related)

6. Understand issues & procedures for teaching appropriate student behavior & social skills.

7. Understand transition issues and procedures across the life span.

8. Understand the philosophical, historical, and legal foundations of special education.

9. Be familiar with professional roles and responsibilities and adhere to legal and ethical requirements of the profession, including disability screening/identification, processes, procedures, program planning, and IEP development (PSEL related).

10. Know how to communicate and collaborate effectively in a variety of professional settings, including working with students’ family members in planning and implementing special education services and to increase family members’
understanding of the needs of their children and their ability to seek appropriate services. (PSEL related)

11. Use technology to improve learning and classroom management.
12. Understand the Social Justice Teachings of the Catholic Church regarding the dignity and rights of ALL children—recognizing that these dignities and rights should be upheld in the educational process.

Social Justice Tenets Guiding this Course

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

Exceptionality in Today’s Schools can help improve the effectiveness of teaching—and thus the lives—of all people, particularly those who are disadvantaged, traditionally underserved, and at-risk. The Catholic social justice tenet putting the needs of the poor and vulnerable first underscores the importance of personalizing instruction that better meets all students’ needs to promote the elimination of poverty and discrimination.

**METHODOLOGY/TECHNOLOGY**

This is an on-line course. Blackboard (BB) will be used as the course delivery and management tool. Students will be expected to utilize BB on a regular basis. Components of BB that will be used on a regular basis include the Announcement Board, Syllabus Section, Discussion Board, External Links, Grade Center, and Course Documents (for specific assignments and course materials). You are expected to be active learners and submit your assignments on time via BB when possible. You are expected to download course documents, listen to mini-lectures, and keep up with the assigned readings.
<table>
<thead>
<tr>
<th>Major Assignments / Final Exam</th>
</tr>
</thead>
</table>

**DISCUSSION BOARDS, OTHER ASSIGNMENTS, AND 3-2-1 ASSIGNMENTS/RESPONSES TO TEAM PRESENTATIONS (70% of course grade)**

You will find specific weekly discussion board, and other assignments in the Course Documents section of BB. There will also be weekly reminders for 3-2-1 assignments or Response to Team Presentations—whichever is, applicable for a particular Learning Module. All four types of assignments must be completed and submitted within the weeks that they are assigned. A description of each type of assignment follows.

**Discussion Board Assignments:** Students are expected to ‘log-on’ on a regular basis and to be active and thoughtful discussion board participants. Students are expected to ‘log-on’ at least three times a week.

Assigned readings and postings are to be completed within the specified time period so that discussions related to the assignments may occur. If for some reason you will be unable to log-on at least three times in any week, please notify your instructor, as soon as possible. Appropriate contributions should always be professional and courteous (e.g., no personal attacks).

**DISCUSSION BOARD CHAPTER POSTINGS**

Before doing the Discussion Board Postings for each learning module:

- Read assigned chapters and other readings (if applicable).
- View any video clip(s) listed in Blackboard’s Course Documents.

For your discussion board first postings, your thread must be at least 10 lines. You must also respond (by clicking on reply) to at least two peers. Your responses to peers must be substantial. If you miss two Discussions in a row the course instructor will assume you have dropped the course, unless you have notified him/her of your absence in advance.

The total value for all postings for a particular leaning module’s discussion board forum is 2% of your course grade. Thus, with the 13 forums for this course, your discussion board participation represents 26% of your course grade. A grading rubric for discussion board assignments is in the Syllabus section of Blackboard.

**Other Assignments:** There is an ‘other assignment’ for each assigned topic.
Hopefully you will find these assignments varied, interesting, engaging, and helpful. You will submit these assignments through BB.

Each other assignment has a value of 2% towards your final course grade. A grading rubric for other assignments is in the Syllabus section of BB.

3-2-1 Assignments: If there is not a Team Presentation (described in a later section of this syllabus) for a disability category, a 3-2-1 assignment should be completed for each disability category studied in this course (i.e., the main disability category designated for assigned textbook chapters—learning disabilities, Attention Deficit Hyperactive Disorder (ADHD), etc. The only exceptions are for Learning Module 8 on Physical and Health disabilities you will pick one disability upon to which focus and, for Learning Module 11, you will select either ‘Deafness or Hearing Loss’ OR ‘Visual Impairments’. Please keep in mind that, if there is a Team Case Study for a particular disability category, you will not do a 3-2-1 assignment for this disability category.

Here is how the 3-2-1 assignment works:

3- List three disability category related effective teaching practices/attitudes that you think have important implications for student success. Briefly indicate why you think each is important (one sentence is sufficient here per characteristic/need). Please reference each characteristic/need by course reading by page number or video title.

2- List two disability category related concepts/ideas or legal compliance issues that you think are important for special education leaders to keep in mind for students in the designated disability category. Briefly indicate why you think each is important (one sentence is sufficient here). Please reference each intervention/accommodation/support by course reading by page number or video title.

1- List one ‘bottom line’ idea regarding the designated disability category that you think is most important for you to remember as a special education leader. Briefly indicate why you think the idea you selected is important (one sentence is sufficient here). Please reference your idea by course reading by page number or video title.

Each 3-2-1 assignment has a value of 2% towards your final course grade. Grading will be on a credit/no-credit basis with the criteria of clarity, relevance, and thoughtfulness of responses.

You will submit your 3-2-1 assignments in a ‘submission box’ in the Course Documents section of BB—where the assignment is posted.
Response to Team Case Study:

After viewing a Team Case Study on BB, students will need to post brief responses to the following questions in the applicable Discussion Board Forum:

1. What impressed you the most about the team case study?
2. What did you find most helpful or interesting about the team case study?
3. What would you like to learn more about or what questions do you have regarding what you viewed?

Each response to Team Case Study assignment has a value of 2% towards your final course grade. Grading will be on a credit/no-credit basis with the criteria of clarity, relevance, and thoughtfulness of responses. Remember, if there is not a Team Case Study for a particular disability category addressed in a Learning Module, you will do a 3-2-1 assignment instead. Please also keep in mind that, if there are two Team Case Studies for Learning Module 11.

MENU ASSIGNMENTS (5% of course grade):

You will need to choose one (1) of the following three (3) assignments. Although you may complete and submit these assignments anytime during the course, they will be due no later than the week that Learning Module 13 is addressed.

Please note that there are two different menus below. One is for those of you who are currently in special education roles or have been in special education roles. The other menu is for those of you without a special education background—general and bilingual education teachers.

Menu #1 For Special Educators-

1. Creating a Brochure or Planning a Day Long Staff Development Activity for General Education Teachers on Students with Exceptionalities: The intent of this assignment is to give you the opportunity to summarize your perspective on the essential understandings, big ideas, and key points from this course. You will do this in the form of a brochure or staff development plan targeted to general education teachers with no coursework or experience relative to students with disabilities. Your goal in creating this brochure/development activity is to increase these teachers ‘will and skill’ to work with students with disabilities. That is, their motivation to work with special needs learners and their ability to meet their needs. For example, with regard to how to meet the needs of students with disabilities, you may list specific accommodations for specific challenges these teachers may face (e.g., students with dyslexia). You may address all disabilities or just one or more
For a brochure, you should include inspiring photos or quotes (for motivation purposes). Listing key internet resources in your brochure for your topic should also be included (for skill purposes).

There are separate grading criteria for the brochure and staff development activity.

Grading for the brochure will be based on the quality, accuracy, and insightfulness of your brochure’s content (one-third of the grade), the extent to which the brochure addresses its intent, i.e., to increase general education teachers’ will and skill to work with special needs learners and listed requirements (one-third of grade), and the brochures attractiveness (one-third of grade).

Grading for the day long staff development activity will be based on the clarity, relevance, creativity, and significance of your plan. Your plan should address your objectives for the day, an agenda of activities for the day related to your objectives, and a description and rationale for each training activity included on your agenda.

2. Pareto Principle Interview: The Pareto Principle, sometimes referred to as the 80-20 rule, is that 80% of effects come from 20% of causes. In the special education arena, this principle translates into 80% of special education ‘challenges/problems’ coming from 20% of the special education personnel/students/family members.

For this menu assignment, you will interview a Special Education Program Specialist or Senior Manager in your school district. If you are a program specialist, you should interview someone above your rank. After explaining, if needed, the 80-20 rule to your interviewee, ask your interviewee who are the 20% who occupy 80% of his/her time and what are the challenges/issues that they are addressing within the 80% window of time.

You will also want to ask them about how they go about addressing identified problems and what are some frequent solutions to their predominant challenges.

After completing your interview, you will write a summary of what you were told in your interview. Also, in separate sections with a clear heading, you will reflect on your interview experience by reflecting on the following:

1. The extent to which you were surprised by the issues/challenges identified by your interviewee and why you were or not surprised by what you were told.

2. What you liked or did not like about the actions being taken to address the
problems identified by your interviewee.

3. Speculate on what you would do differently given the same or similar challenges faced by your interviewee?

4. How the results of this assignment relate to UST coursework to date (either from this course or your EDUC 5390 course) and your own personal/professional experiences.

The grading criteria for this assignment are adhering to the above directions (50% of grade) and the thoughtfulness and depth of your responses to the reflective questions (50% of grade).

3. **Creating an Alternative Product**- For this assignment, you will create an alternative product that demonstrates significant learning you have experienced from this course and that you think will be very important for you to remember as a special education leader. This could be in the form of a collage or poem or some other creative endeavor. Prior approval of the course instructor of your plan for this assignment is required.

**Menu #2 For General/Bilingual Educators**-

1. **Conducting a First Person Life History**: For this assignment, you will interview a school age child or adolescent with a disability who is receiving special education services. The child/adolescent that you select should be from a different cultural/ethnic group then your own. All information included in your life history should be from the student’s perspective. The goal of this assignment is for you to understand the student’s point of view—to put yourself in his or her shoes. As the listener, your role is to abandon any assumptions that you have and to work at comprehending the subjective reality of your student’s life.

Your write-up of your interview, in 3 to 5 double-spaced pages, should address the following points:

- Background information from student’s perspective—what is your difficulty in school relative to your learning or behavior? What is your earliest memory of your learning/behavior problem and how did you know there was a problem? What were your initial thoughts/feelings at this time and what were the reactions of others? (.75 points)

    Background information on student’s school history, again, from student’s perspective—since first identified, what past efforts were made to help and
what were the results of these efforts. (.75 points)

- Participant’s view of his/her current educational program - what he/she now receives in the way of interventions, accommodations, supports, or services and what the teachers do that helps the student the most to deal with his/her learning/behavioral difficulties (.75 points)

What advise the student would give to other younger students with similar difficulties as he or she is experiencing. What advise the student would give to teachers with regard to working with students with difficulties similar to those he or she is experiencing. (.75 points)

- What student sees as his/her current strengths and weaknesses and what goals they have, if any, after graduating from high school as far as further schooling or career goals. (.75 points)

- What new insights did you gain about your interviewee or students with disabilities in general as a result of your interview? How might these insights impact your teaching? Was there anything that surprised or concerned you from your interview? (1.25 points)

Grading will be based on the extent to which each above point is covered (50%) and how clear, organized and thoughtful a manner the information is presented (50%).

2. Pareto Principle Interview: The Pareto Principle, sometimes referred to as the 80-20 rule, is that 80% of effects come from 20% of causes. In the special education arena, this principle translates into 80% of special education ‘challenges/problems’ coming from 20% of the special education personnel/students/family members.

For this menu assignment, you will interview a Special Education Program Specialist or Senior Manager in your school district. If you are a program specialist, you should interview someone above your rank. After explaining, if needed, the 80-20 rule to your interviewee, ask your interviewee who are the 20% who occupy 80% of his/her time and what are the challenges/issues that they are addressing within the 80% window of time.

You will also want to ask them about how they go about addressing identified problems and what are some frequent solutions to their predominant challenges.

After completing your interview, you will write a summary of what you were told in your interview. Also, in separate sections with a clear heading, you will reflect on your interview experience by reflecting on the following:
5. The extent to which you were surprised by the issues/challenges identified by your interviewee and why you were or not surprised by what you were told.

6. What you liked or did not like about the actions being taken to address the problems identified by your interviewee.

7. Speculate on what you would do differently given the same or similar challenges faced by your interviewee?

8. How the results of this assignment relate to UST coursework to date (either from this course or your EDUC 5390 course) and your own personal/professional experiences.

The grading criteria for this assignment are adhering to the above directions (50% of grade) and the thoughtfulness and depth of your responses to the reflective questions (50% of grade).

3. Creating an Alternative Product- For this assignment, you will create an alternative product that demonstrates significant learning you have experienced from this course and that you think will be very important for you to remember as a special education leader. This could be in the form of a collage or poem or some other creative endeavor. Prior approval of the course instructor of your plan for this assignment is required.

TEAM CASE STUDY (10% of course grade)

The goal of this assignment is for teams of two to three classmates to analyze the circumstances of a specific ‘problematic’ student with a particular disability and to develop a plan to better meet the challenges associated in educating this student.

You should select a student for your case study who poses one or more specific instructional and/or behavioral challenges. There may be other challenges surrounding the student that should also be addressed in your case study. Such other difficulties include a troubling home life, a difficult/contentious family member involved in ARD committee meetings, or other problems related to the student (e.g., pending legal action against HISD).

As much as possible, the course instructor would like to get a wide range of
students with varying disabilities represented in case studies. Thus, it is requested that each member of your team come up with at least one possible student to investigate—hopefully, identifying students with low incidence disabilities too. Ideally, there will only be one case study for a student from each disability category below:

1. Physical and Health Impairments
2. Attention Deficit Hyperactivity Disorder (ADHD)
3. Learning Disabilities
4. Intellectual Disabilities/Developmental Disabilities
5. Autism Spectrum Disorder
6. Visual Impairments
7. Emotional/Behavioral Disorders
8. Speech and Language Disorders
9. Deafness and Hearing Loss

After you have submitted your student’s disability category to the course instructor and have received approval from the course instructor to proceed with your case study, the first step in the case study process is to gather information on your student. The member of your team closest to the student selected will compile as much current and background information as possible on the student. Information compiled can include assessment reports, ARD Committee Meeting reports, IEP's, progress reports, and descriptions of current services. Care should be taken to remove any personally identifiable information from any records compiled before sharing them with your team members. The student should be given a fictitious name.

The second step in the process is for the entire group to review the information compiled on the student and to discuss, with the team member closest to the student, the nature and scope of the challenges. As a result of this discussion, a list of specific challenges related to the student should be developed. These challenges should be in the form of questions. For example, what can be done to keep Elizabeth from running out of her classroom? What new teaching strategies are needed for Thomas? What new accommodations/modifications are needed for Eduardo? It is expected that each team will identify from three to five challenges in the form of questions.

The third step in the case study process is for the team to identify available resources to respond to identified challenges and to answer each question posed. Resources include your textbooks (esp. your Wendling text), BB resources, print and
other internet resources. Resources also include human resources. These human resources may be at the student’s campus, in HISD, or the broader Houston community.

The fourth step in the case study process is to come up with a plan for data collection regarding identified resources. That it, who will follow-up with each resource by when. Please keep in mind two important points related to your work plan. First, your case study should be completed by the Sunday before your disability topic is scheduled in the course. The reason for this is that your classmates will be reviewing your finished product and reacting to it. Second, your work plan responsibilities should be equally divided among team members.

After the work plan has been completed, your team should review all information collected and come up with responses to your posed challenges/questions. Your questions and responses should then be put in the form of a final product. Your final product should include a brief description of your student and your questions and responses. The format of this product is up to your team. For example, your final product can be a video or a PowerPoint/Prezi with or without narration.

Besides submitting your final product to your instructor, you should also provide your instructor with a copy of your work plan. Each member of your team should also submit to the course instructor a statement as to how equitably the work load for this assignment was divided among team members, what worked and did not work with your team’s efforts and what you would do differently given a similar assignment in the future, and finally, what were the three biggest learning outcomes/take-aways from this assignment.

Grading for this assignment will be based on the extent to which directions were followed for this assignment (50% of grade), the thoroughness of resources identified (10% of grade), thoughtfulness and relevance of team posed questions and responses (15% of grade), the extent to which team members equally and effectively collaborated (10% of grade), and the depth of individual reflections on group teamwork and learning outcomes/take-aways (15% of grade).

**FINAL EXAM** (15% of course grade):

The final exam, a ‘take-home/on-line’ exam, will serve as a cognitive organizer for your course experience. It will require critical and higher order thinking skills. The exam will draw on what you have learned from your course related readings/videos, your completion of the menu assignment, and your active and thoughtful participation in discussion boards and the other various assignments. Exams will
consist of short essay questions and primarily address course essential understandings. You will be asked to reference your responses to course readings by page number and videos viewed by title. You will complete your final exam during Learning Module 14 of the course.

**E-PORTFOLIO (5% of program grade)**

E-portfolios provide a means for scholars and others to assess their growth over time. They are a collection of student work that demonstrates effort, achievement, or improvement.

**PSEL scholars should select one course artifact from this course to include in their individual e-portfolios.** These artifacts can be audio, video, graphic or text based. For example, a scholar could decide to include a course assignment in his or her portfolio that reflects significant learning/growth.

For each course artifact, the PSEL scholar should write at least a paragraph on how the artifact reflects the scholar’s growth. This self-reflection is a key part of the e-portfolio.

Five (5) percent of your program grade will depend on the successful submission of an artifact and reflection on the artifact into your e-portfolio. Grading of this ‘assignment’ will be based on the submission of the requested artifact and reflective paragraph by the last class date of the course. If needed, technical support will be provided to help with your e-portfolio.

---

**Grading Information**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
</tr>
</tbody>
</table>
Grading:

1. Discussion Boards (2% X 13 weeks= 26%), Other Weekly Assignments (2% X 13 weeks= 26%), and 3-2-1/Team Case Study Response Assignments (2% X 9 weeks = 18%). (70%)
2. One Menu Assignment (5%)
3. Team Case Study (10%)
4. Final Exam (15%)

<table>
<thead>
<tr>
<th>Student Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have a documented disability that will impact your work in this class, please contact your instructor to discuss your needs. Additionally, you will need to register with the University of St. Thomas Counseling and Disability Services Office in Crooker Center. This office can be reached at (713) 525-2169 or 6953.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Standards of Behavior for Students and Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Integrity</strong></td>
</tr>
<tr>
<td>Taking credit for any thought, idea, or work that is not your own is merely plagiarism. Any instance of academic dishonesty will be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper, reference your information, websites, books, etc. that is not your own. Be sure you cite properly and accordingly. Please refer to the APA manual or its website to cite accordingly.</td>
</tr>
<tr>
<td><strong>Other Issues</strong></td>
</tr>
<tr>
<td>In all written work, grammar, sentence structure, organization, and spelling will be of such quality as to be an outstanding model for other educators. All work should be original and prepared solely for the designated assignment.</td>
</tr>
<tr>
<td>It is the instructor’s policy that late assignments will not be accepted. Exceptions to this policy are only allowed due to individual extenuating</td>
</tr>
</tbody>
</table>
circumstances. It will be at the discretion of the instructor to accept or not to accept late assignments and to make appropriate point deductions for lateness.

All email correspondence will be through the my.stthom email system. Please check your email through your my.stthom account daily for correspondence and announcements OR have your StThom e-mail account forwarded to an e-mail account that you check regularly.

The last date to drop the course with 100% refund is August 29th, and November 12th is the last date to withdraw with a W.
**Course Schedule**

<table>
<thead>
<tr>
<th>Learning Module (LM) Number &amp; Topic</th>
<th>Topic Dates</th>
<th>Information on Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Module</td>
<td>It is expected that students will become familiar with the contents of the Orientation Module by Monday, August 25th</td>
<td>Read the course syllabus and grading rubrics and let the course instructor know if you have any questions about them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete sample ‘other assignment’ in the LM#1 section of Course Documents in BB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post, in Orientation Learning Module Discussion Board Forum on BB, biography information about yourself. Please include information about the extent of your experience with online courses, your current HISD assignment, your school/district location, your strengths as a student/professional, and your professional interests related to your career and this course (especially as it relates to a possible Team Case Study topic that you would like to select for this assignment). By everyone introducing themselves and reading each other’s biography information, you will get to know your classmates. <strong>With regard to your Team Case Study, please respond to one or more classmates’ posts to identify one or more classmates to work with on a particular topic for this assignment—keeping in mind, once a topic is selected, it is no longer available. Please also keep in mind that teams should be set by the ending date of LM-1. You can follow-up your response to classmates’ postings by using the e-mail feature under the ‘Tools’ section of BB to solidify your teams and to plan your case study.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explore the contents of the course on Blackboard. More specifically, check out the various sections of BB and their contents. If you have questions, please contact your course</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Learning Module (LM) #1- Understanding Special Education</th>
<th>Tuesday, August 26-Tuesday, September 2</th>
<th>Read your textbook chapter on Understanding Special Education Go to LM#1 section of Course Documents in BB for your specific assignments for this module</th>
</tr>
</thead>
<tbody>
<tr>
<td>LM#2- The Personnel and Procedures of Special Education</td>
<td>Wednesday, September 3- Tuesday, September 9</td>
<td>Read your textbook chapter on The Personnel and Procedures of Special Education Go to LM#2 section of Course Documents in BB for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#3- Multicultural and Bilingual Perspectives</td>
<td>Wednesday, September 10- Tuesday, September 16th</td>
<td>Read your textbook chapter on Multicultural and Bilingual Perspectives Go to LM#3 section of Course Documents in BB for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#4- Collaboration in Special</td>
<td>Wednesday,</td>
<td>Read your textbook chapter on Collaboration in</td>
</tr>
<tr>
<td>Module</td>
<td>Dates</td>
<td>Assignments</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Special Education</td>
<td>Tuesday, September 23</td>
<td>Go to LM#4 section of Course Documents in BB for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#5- Students with Learning Disabilities</td>
<td>Wednesday, September 24- Tuesday, September 30</td>
<td>Read your textbook chapter on Students with Learning Disabilities Go to LM#5 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#6- Students with Speech and Language Disorders</td>
<td>Wednesday, October 1- Tuesday, October 7</td>
<td>Read your textbook chapter on Students with Speech and Language Disorders Go to LM#6 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#7- Students with Attention Deficit-Hyperactivity Disorder</td>
<td>Wednesday, October 8- Tuesday, October 14</td>
<td>Read your textbook chapter on Students with Attention Deficit-Hyperactivity Disorder Go to LM#7 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#8- Students with Physical and Health Disabilities</td>
<td>Wednesday, October 15- Tuesday, October 21</td>
<td>Read your textbook chapter on Students with Physical and Health Disabilities Go to LM#8 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#9- Students with Emotional and Behavioral Disorders</td>
<td>Wednesday, October 22- Tuesday, October 28</td>
<td>Read your textbook chapter on Students with Emotional and Behavioral Disorders Go to LM#9 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#10- Students with Intellectual and Developmental Disabilities</td>
<td>Wednesday, October 29- Tuesday, November 4</td>
<td>Read your textbook chapter on Students with Intellectual and Developmental Disabilities Go to LM#10 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>Module</td>
<td>Description</td>
<td>Details</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>LM#12</td>
<td>Students with Severe and Multiple Disabilities</td>
<td>Wednesday, November 12 - Tuesday, November 18 Read your textbook chapter on Students with Severe and Multiple Disabilities Go to LM#12 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#13</td>
<td>Students with Autism Spectrum Disorders</td>
<td>Wednesday, November 19 - Tuesday, November 25 Read your textbook chapter on Students with Autism Spectrum Disorders Go to LM#13 section of Course Documents in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module <strong>Deadline for Menu Assignment to be turned into course instructor</strong> <strong>NOTE- THANKSGIVING BREAK NEXT WEEK</strong></td>
</tr>
<tr>
<td>LM#14</td>
<td>On-Line Final Exam</td>
<td>Wednesday, December 3 - Tuesday, December 9 Go to the Course Documents section of BB to download a copy of the final exam. Please note the directions for completing and returning your exam to the instructor at the top of the fist page. This will be an 'open book’ untimed exam.</td>
</tr>
</tbody>
</table>