## Final Syllabus

### School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester</strong></td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Fall 16</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number/Section</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC-5320 Online KR56 (2461)</td>
<td>Exceptionality in Today’s Schools</td>
<td><a href="mailto:borrece@stthom.edu">borrece@stthom.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office</th>
<th>Telephone:</th>
<th>Mobile-Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>723-525-3554</td>
<td>713-525-3554</td>
</tr>
</tbody>
</table>

| Office Hours: | | |
|---------------| | |
| Mon and Wed, 2:00 – 6:00 p.m. and by appointment | On-Line Course |

### Prerequisites

| none |

### Textbook(s) Required


### Textbooks(s) Recommended


### Course Description

This course will provide an opportunity for students to study the characteristics, needs, and educational implications of the school-age population requiring special education services.
Primary emphasis will focus on the areas of:

1. individuals with intellectual disabilities
2. individuals with learning disabilities
3. individuals with emotional and behavior disorders
4. individuals with speech and language disorders
5. individuals with multiple and severe disabilities
6. individuals with attention-deficit-hyperactive-disorder
7. Individuals with autism
8. Individuals with visual and hearing impairments

Major topics will include:
1. history of exceptional child education
2. identification, evaluation and intervention procedures relative to students with exceptionalities
3. legal basis for services including IDEA and Section 504
4. the continuum of placements
5. appropriate accommodations and modifications
6. individualized education program (IEP) development and meeting least restrictive environment (LRE) requirements
7. assistive technology

<table>
<thead>
<tr>
<th>National/Professional Association Standards Guiding Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Council for Exceptional Children (CEC) Standards</strong></td>
</tr>
<tr>
<td>a) 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>c) Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.</td>
</tr>
<tr>
<td>d) Possess a repertoire of evidence-based instructional strategies in order to differentiate instruction for individuals with exceptional needs.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>
Course Objectives/Learner Outcomes

Upon completion of this course, the student will:

1. Understand the characteristics and needs of students with disabilities.
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 responsive instruction for individuals with disabilities.
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 strategies to promote students’ educational performance in all content areas by facilitating their achievement in a variety of settings and situations.
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.
10. Know how to communicate and collaborate effectively in a variety of professional settings.
11. Use technology to improve learning and classroom management.
12. Understand and apply the following social justice teachings of the Catholic Church:

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 Learning Modules (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.

Major Assignments / Final Exam

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

Discussion Board (DB) Assignments: Students are expected to ‘log-on’ on a regular basis and to be active and thoughtful discussion board participants.

Assigned readings, video viewing, and initial/main postings must be completed within the first five days of each assignment week so that a full discussion can occur among students in the course. Two reaction posts to two classmates’ initial main posts must be completed on day six or day seven of each assignment week. Reaction posts should specify what you agree with or disagree with in your classmate’s main post and indicate why you agree or disagree.

Appropriate contributions should always be professional and courteous (e.g., no personal attacks).

DISCUSSION BOARD POSTINGS

For your discussion board first postings, your thread must be at least 10 lines of text. Your responses to peers must be substantial—each at least five lines of text in length.

The total value for all postings for a particular leaning module’s discussion board forum is 2% of your course grade (i.e., one percent for your main post and .5% for each of your two reaction posts). Thus, with the 13 DB 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 Disability Presentation (described in a later section of this syllabus) for a course disability category, a 3-2-1 assignment should be completed. Please keep in mind that, if there is a Disability Presentation for a particular disability category, you will not need to 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 characteristics/needs that you think have important implications for school functioning. 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 interventions/accommodations/supports that you think are important for 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 for your work as an educator. 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. A grading rubric for 3-2-1 assignments is in the Syllabus section of Bb.

You will submit your 3-2-1 assignments in a ‘submission box’ in the Learning Module section of Bb—where the assignment is posted.
Response to Presentations:

If there is a Disability Presentation in a week’s topic, then you do not need to do a 3-2-1 assignment.

Instead, after viewing a Disability Presentation 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 presentation?

2. What did you find most helpful or interesting about the presentation?

3. What would you like to learn more about or what questions do you have regarding the presentation?

Each response to a Presentation 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. A grading rubric for your response to Disability Presentation assignments is in the Syllabus section of BB.

Remember, if there is not a Presentation for a particular disability included in your weekly Learning Module, you will do a 3-2-1 assignment instead.

DISABILITY PRESENTATION (10% of course grade)

Teams will consist ideally of two students—however, if too few students are in the course, you may fly solo on your presentation. Possible disability topics include the following:

1. Orthopedic Impairments, Traumatic Brain Injury, OR Other 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
10. Gifted and Talented (not a disability but an ‘exceptionality’)
Teams and topics will need to be set by the end of Learning Module 1. To facilitate this, a Discussion Board Forum is available in the Orientation Module so that students can get to know each other ‘on-line’ and share their locations, interests, and strengths so that teams can be formed. Keep in mind that once one of the topics above has been selected, it will no longer be available. Thus, the sooner you have your team and topic, the better. Please also keep in mind the presentation dates indicated for your topic in the Course Schedule section of this syllabus. As soon as you have your team and topic, please submit this information to your course instructor. You should also post this information on the ‘My Team’ section of Bb to let your classmates know your topic has been taken and who you will be working with—if applicable.

Your team should address three issues related to your disability category. First, you want to give your classmates a thorough understanding of the nature of students who are labeled with your disability. Who are they? What are their characteristics? What are their challenges and limitations?

The second issue to address for your disability category is the general needs related to learning and functioning in school. In this area, you will describe best practices for teaching students with your disability category. What’s the specific nature of instruction related to your students’ disability category? Related to the nature of instruction, are there some specific IEP goals that are commonly found for your group of students? What are evidence-based instructional strategies, techniques, or programs that have been found effective for your disability category? What type of assessment practices work best with students in your disability category? What about any specific instructional adaptations that are commonly used with students with your disability label? What about school personnel working with your group—who are they and what do they do?

The third and final issue to address relative to your disability category is what can be done to facilitate the successful inclusion of students in your disability category within the general education classroom and in general education settings (with same age peers). This third issue will likely overlap some with the second issue. What instructional strategies would work best in general education settings? What adaptations (i.e., modifications and accommodations) would likely be needed? What supplementary and aids and services would be helpful to the general education teacher (i.e. training, collaboration with a special educator, etc.)? What supplementary and aids and services would be helpful to the student (e.g., peer supports, assistive technology, etc.)?

Teams should create a 10-20 minute presentation that includes video clips and other engaging features. Presentations can be prepared with the help of a number of software programs. These include PowerPoint (esp. an audio PP), Movie Maker, YouTube, Prezi, Infographic, Story Board, and Photo Story. Teams should upload their presentations to the course instructor. After receiving notice from the course
instructor to post its presentation to the appropriate Bb DB forum, the team should
do this. Posted presentations should be viewed by classmates, and they will react
and give you feedback on your presentation--this assignment has been previously
described.

Team presentations will be graded based on the extent to which the presentation
addressed the three issues previously identified—the nature of the disability, the
needs related to the disability, and how the inclusion of students with your selected
disability may be furthered in general education settings (2 points), if the
presentation kept within the required timeframe (1 point), the extent to which the
content of your presentation was informative and accurate (4 points), and the
degree to which the presentation was creative and engaging (3 points). A grading
rubric for disability presentations is in the Syllabus section of Bb.

**EVIDENCE-BASED INTERVENTION (EBI) PRESENTATION (10%) & EXTRA CREDIT (EC) RESPONSES TO EBI PRESENTATIONS (1% extra credit for each Presentation)**

**Presentations (10%).** EBI Presentation teams should consist ideally of two to three
students—however, if too few students are in the course, you may fly solo on your
presentation. By the end of LM-1, you should have your team and topic. Like with
the Disability Presentations, once a topic has been selected, it will no longer be
available.

Topics for your EBI Presentation are the topics in your Mascola et al. (2014)
textbook. You should select a chapter topic that interests you.

Your presentation should be between 10 and 20 minutes in length.

Teams should upload their presentations to the course instructor. After receiving
notice from the course instructor to post its presentation to the appropriate Bb DB
forum, the team should do this. Posted presentations will be accessible to your
classmates, and they can voluntarily react and give feedback for extra credit.

The goal of your presentation is to impart your knowledge and understanding of
your topic in a very practical manner to your classmates. In other words, your focus
should be on providing down to Earth ideas and strategies to your classmates that
they will find helpful as educators.

Ideally, your presentation should include the following:

1. Share at least five (5) key ideas стрategıes that you think will be of utmost
help to your classmates in their work as an educator

2. Make your presentation engaging—use video clips, cartoons, interactive activities, etc. to keep your classmates’ attention during your presentation.

3. Give a description of one website/app that you think would be most helpful for your classmates related to your topic. Besides describing your website/app, please provide specific and practical examples as to how your website/app can be used.

Besides addressing the above issues in the required timeframe, grades will also be based on the richness, organization and accuracy of information presented and the thoughtfulness and creativity of the presentation in general. A grading rubric for EBI Presentation assignments is in the Syllabus section of Bb.

Response to EBI presentations (1% extra credit (EC) for each response). Although not required, you will receive 1% EC for each EBI which you review, react to, and provide feedback. The requirements for this optional assignment are the same as the requirements for responses to Disability Presentations-

After viewing a EBI Presentation 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 presentation?

2. What did you find most helpful or interesting about the presentation?

3. What would you like to learn more about or what questions do you have regarding the presentation?

Extra credit grading for these assignments will be on a credit/no-credit basis with the criteria of clarity, relevance, and thoughtfulness of responses.

FINAL EXAM (10% 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 and your active and thoughtful participation on discussion boards and the other course 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.
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:

- Discussion Boards (2% X 13 weeks = 26%)
- Other Weekly Assignments (2% X 13 weeks = 26%)
- 3-2-1 Assignment OR Disability Presentation Response Assignments (2% X 9 weeks = 18%)
- Disability Presentation (10%)
- Evidence-Based Intervention (EBI) Presentation (10%)
- Final Exam (10%)
- Optional Extra Credit—1% EC for each EBI reaction/response

Student Accommodations

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.

Professional Standards of Behavior for Students and Faculty

<table>
<thead>
<tr>
<th>Academic Integrity</th>
<th>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</th>
</tr>
</thead>
</table>
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.

<table>
<thead>
<tr>
<th>Other Issues</th>
</tr>
</thead>
<tbody>
<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 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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>The last date to drop the course with 100% refund is _____, and _____, is the last date to withdraw with a W.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Textbook Information/Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ISBN number for the Friend text is ISBN- ISBN 13: 9780133400823. Besides being an excellent resource for this course, this textbook will be one that you want to keep for your State Exams and future teaching.</td>
</tr>
</tbody>
</table>
The Mascola et al. text ISBN number is 978-1-118-36821-3

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 (OM)</td>
<td>Wk 1: Tues, Aug 23 – Mon, Aug 29</td>
<td>Read the course syllabus, go through the learning modules, and review the grading rubrics. Let the course instructor know if you have any questions about what you read. Complete the sample 'other assignment' in the OM section in the Learning Modules section of the BB course. 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 teaching position (if applicable), your 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 Presentation topic that you would like to select for your Disability and EBI assignments). By everyone introducing themselves and reading each other’s biography information, you will get to know your classmates. With regard to your Team Presentations, please respond to one or more classmates’ posts to identify one or more classmates to work with on a particular topic for these assignments—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 presentation. Don’t forget to submit your topics and team(s) to your course instructor and to post this information in the ‘My Team’ section of the course Bb.</td>
</tr>
<tr>
<td>Learning Module (LM) #2-Understanding Special Education</td>
<td>Week 2: Learning Module 2: Tues, Aug 30 – Mon, Sep 5</td>
<td>Read your textbook chapter on Understanding Special Education Go to LM#2 section of Learning Modules in Bb for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#3- The Personnel and Procedures of Special Education</td>
<td>Week 3: Learning Module 3: Tues, Sep 6 Mon, Sep 12</td>
<td>Read your textbook chapter on The Personnel and Procedures of Special Education Go to LM#3 section of Learning Modules in Bb for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#4- Multicultural Perspectives</td>
<td>Week 4: Learning Module 4: Tues, Sep 13– Mon, Sep 19</td>
<td>Read your textbook chapter on Multicultural Perspectives Go to LM#4 section of Learning Modules in Bb for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#5- Collaboration in Special Education</td>
<td>Week 5: Learning Module 5: Tues, Sep 20 – Mon, Sept 26</td>
<td>Read your textbook chapter on Collaboration in Special Education Go to LM#5 section of Learning Modules in Bb for your specific assignments for this module</td>
</tr>
<tr>
<td>LM#6- Students with Learning Disabilities</td>
<td>Week 6: Learning Module 6: Tues, Sep 27 – Mon, Oct 3</td>
<td>Read your textbook chapter on Students with Learning Disabilities Go to LM#6 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#7- Students with Attention Deficit-Hyperactivity Disorder</td>
<td>Week 7: Learning Module 7: Tue, Oct 4 – Mon, Oct 10</td>
<td>Read your textbook chapter on Students with Attention Deficit-Hyperactivity Disorder Go to LM#7 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#8- Students with Emotional and Behavioral Disorders</td>
<td>Week 8: Learning Module 8: Tue, Oct 11 – Mon, Oct 17</td>
<td>Read your textbook chapter on Students with Emotional and Behavioral Disorders Go to LM#8 section of Learning Modules in Bb for lecture link or, if applicable presentation link(s) and your specific assignments for this module</td>
</tr>
<tr>
<td>LM#9- Students with Intellectual and Developmental Disabilities</td>
<td>Week 9: Learning Module 9: Tue, Oct 18 – Mon, Oct 24</td>
<td>Intellectual and Developmental Disabilities Go to LM#9 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module</td>
</tr>
</tbody>
</table>
| LM#10- Students with Speech and Language Disorders | Week 10: Learning Module 10: Tue, Oct 25 – Mon, Oct 31 | Read your textbook chapter on Students with Speech and Language Disorders
Go to LM#10 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module |
| LM#11- Students with Autism Spectrum Disorder | Week 11: Learning Module 11: Tue, Nov 1 – Mon, Nov 7 | Read your textbook chapter on Students with Autism Spectrum Disorder
Go to LM#11 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module |
Go to LM#12 section of Learning Modules in BB for lecture links or, if applicable, presentation link(s) and your specific assignments for this module. |
| LM#13- Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments | Week 13: Learning Module 13: Tue, Nov 15 – Mon, Nov 21 | Read your textbook chapter on Students with Orthopedic Impairments, Traumatic Brain Injury, and Other Health Impairments
Go to LM#13 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module |
| LM#14- Students with Severe and Multiple Disabilities | Week 14: Learning Module 14: Tue Nov 22 – Mon, Nov 28 | Read your textbook chapter on Students with Severe and Multiple Disabilities
Go to LM#14 section of Learning Modules in Bb for lecture link or, if applicable, presentation link(s) and your specific assignments for this module |
Please note that this syllabus was developed building on the prior work of Drs. Borreca & Richardson

| LM#15- On-Line Final Exam | Week 15: Learning Module 15: Tue, Nov 29 – Mon, Dec 5 | Go to the Learning Module 15 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 first page. The exam is ‘open book’ and untimed. |