# School of Education

## Course Information

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC-5320- KE1P</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>

| Name | Randall M. Soffer |
| Telephone | Mobile-832-928-6761 |
| Office | 713-942-5922 |
| Email | sofferr@stthom.edu |

| Office Hours | On-Line (including Skype and FaceTime) and Phone/Text Hours: Mondays- Sundays, 8:AM- 8:00PM & By Appointment |

## 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 mental retardation  
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>
<th></th>
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<tbody>
<tr>
<td><strong>National Council for Exceptional Children (CEC) Standards</strong></td>
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<tr>
<td><strong>a)</strong> 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>
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<tr>
<td><strong>b)</strong> 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>
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<tr>
<td><strong>c)</strong> Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.</td>
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<tr>
<td><strong>d)</strong> Possess a repertoire of evidence-based instructional strategies in order to differentiate instruction for individuals with exceptional needs.</td>
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<tr>
<td><strong>e)</strong> 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>
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<tr>
<td><strong>f)</strong> 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>
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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:
   - **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 the educational process.
   - **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

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>
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<tbody>
<tr>
<td>DISCUSSION BOARDS, OTHER ASSIGNMENTS, AND 3-2-1 ASSIGNMENTS/RESPONSES TO TEAM PRESENTATIONS (70% of course grade)</td>
</tr>
<tr>
<td>You will find specific weekly discussion board, and other assignments in the Learning Modules 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.</td>
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<tr>
<td>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.</td>
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<tr>
<td>Assigned readings 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 five, 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.</td>
</tr>
<tr>
<td>Assigned readings and postings are to be completed within the specified time period so that discussions related to the assignments may occur. Appropriate contributions should always be professional and courteous (e.g., no personal attacks).</td>
</tr>
<tr>
<td>For your discussion board first postings, your thread must be at least 10 lines of text or 245 words in length and reference at least two course resources—readings by page number, video by title, or Power Points by slide number. An additional out of textbook/BB resource citation is also required for the highest score possible for each discussion board. Again, you must also respond (by clicking on reply) to at least two peers. Your responses to peers must be substantial—at least 5 lines of text in length or 120 words in length.</td>
</tr>
<tr>
<td>The total value for all postings for a particular leaning module’s discussion board forum is 2% of your course grade. More specifically, your first post is worth one point and each of your two reaction posts are worth half a point. 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.</td>
</tr>
</tbody>
</table>
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 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 Presentation 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 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 teaching. 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 Disability Presentation:

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 disability 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 what you viewed?

Each response to Disability 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. **Remember, if there is not a Disability Presentation 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 Disability Presentations for Learning Module 11, you can either choose one to do or do both with one being for extra credit.

MENU ASSIGNMENTS (10% of course grade): *this assignment folder is at the top of your Learning Module 13 Assignments.*

You will need to choose one (1) of the following five (5) 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.

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. 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:
   
   o 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? (1.5 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. (1.5 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 (1.5 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. (1.5 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. (1.5 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? (2.5 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. Conducting a Parent Interview: For this assignment you will interview a parent to obtain information regarding the parent’s perspective on his/her child’s disability. If you do a first person life history, you may interview the parent of the child you interview. If this is done, please interview the child/youth and parent separately. You are responsible for turning in a summary of your interview experience that includes the following: a) your original interview questions and notes and the parent’s responses to your questions (these may be handwritten) and b) a 2-3 page double-spaced word processed synopsis of the interview findings and a reflection on the information obtained including what you learned from the experience. Each section of the assignment should be clearly labeled and identified. This assignment will be graded based on the depth and clarity of thought and how completely the assignment criteria are addressed. A grading rubric for this assignment can be found in the Syllabus section of BB.

3. Participating in Field Experience: For this assignment, you will spend a minimum of five (5) hours volunteering in a program for children or youth with
exceptionalities. You may volunteer at a location that you select and is approved by the course instructor. Please feel free to volunteer at a combination of programs. Your volunteer experience should be with children or youth with disabilities whose needs you have not previously encountered.

Please keep a record of your volunteer experiences. A fieldwork documentation form is included in the Syllabus section of BB for this purpose. Please complete one form for each location in which you conduct your fieldwork. Your grade for this assignment will be based on the extent to which you address each question on the form (50%) and the clarity, thoughtfulness, and depth of your responses (50%).

4. 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 individual disability categories.

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 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.

5. Creating an Alternative Product: For this assignment, you will create an alternative product that demonstrates significant learning you have experienced
from this course. 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.

**DISABILITY PRESENTATION** (10% of course grade) Please note, in the course BB, this assignment is referred to as a TEAM PRESENTATION. Also, please note, it is for this assignment that you will use your Mascola, Alfonso, & Flanagan (2014) text.

The possible topics for your presentation include the following:

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
10. Traumatic Brain Injury

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 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 topic, please e-mail it/text it to your course instructor. He will confirm your topic in the Announcements section of Blackboard.**

You should address three issues related to your disability category in your presentation.

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? It is for this part of your presentation that you will be using your Mascola, Alfonso & Flanagan (2014) textbook. It is in this part of your presentation that you should share with your classmates at least three evidence-based practices (EBP’s) from your other textbook that pertain to working with students with your disability category. Please be sure to indicate why each EBP is applicable for your disability category and how/when you would use it most effectively.

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.)

You should plan on a 20-30 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, Movie Maker, Story Board, and Photo Story. You should send a link to your presentations or your actual presentations to the course instructor. The course instructor will post Disability Presentations in the applicable BB Learning Module. Posted presentations will be viewed by classmates, and they will have an assignment associated with your presentation.

Disability 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), 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).

**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, 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.

Grading Information

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<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>
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<tr>
<td>D</td>
<td>1.0</td>
<td>65-67%</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 65%</td>
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Grading:

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

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>
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<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</th>
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</thead>
</table>
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.

Other Issues

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.

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.

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 without penalty is Feb 2nd, and April 1st, is the last date to withdraw with a W.

Textbook Information/Options

The ISBN Number for the Friend text is 10:0133397393 – 13:9780133397390. 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.

Please note that you will not need to purchase the bundled My lab School version of the Friend text.

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 be become familiar with the contents of the Orientation Module prior to Thursday, January 18,</td>
<td>Read the course syllabus and grading rubrics and let the course instructor know if you have any questions about them For practice, if you like. Complete the sample/optional ‘other assignment’ in the LM#1 section of Course Documents in BB Again optional, post, in Orientation Learning Module Discussion Board Forum on BB, biography information about yourself. Please include information about the extent of your experience with on-line 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. By everyone introducing themselves and reading each other’s biography information, you will get to know your classmates. 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 instructor.</td>
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<tr>
<td>Learning Module (LM) #1-Understanding Special Education</td>
<td>Thursday, January 18- Wednesday, January 24</td>
<td>Read your textbook chapter on Understanding Special Education Go to LM#1 section of Learning Modules in BB for your specific assignments for this module</td>
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<tr>
<td>LM#</td>
<td>Module Title</td>
<td>Dates</td>
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| 2    | The Personnel and Procedures of Special Education | Thursday, January 25 - Wednesday, January 31 | Read your textbook chapter on The Personnel and Procedures of Special Education  
Go to LM#2 section of Learning Modules in BB for your specific assignments for this module |
| 3    | Multicultural and Bilingual Perspectives          | Thursday, February 1 - Wednesday, February 7 | Read your textbook chapter on Multicultural and Bilingual Perspectives  
Go to LM#3 section of Learning Modules in BB for your specific assignments for this module |
| 4    | Collaboration in Special Education               | Thursday, February 8 - Wednesday, February 14 | Read your textbook chapter on Collaboration in Special Education  
Go to LM#4 section of Learning Modules in BB for your specific assignments for this module |
| 5    | Students with Learning Disabilities               | Thursday, February 15 - Wednesday, February 21 | Read your Friend textbook chapter on Students with Learning Disabilities  
Go to LM#5 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module |
| 6    | Students with Attention Deficit-Hyperactivity Disorder | Thursday, February 22 - Wednesday, February 28 | Read your textbook chapter on Students with Attention Deficit-Hyperactivity Disorder  
Go to LM#6 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module |
| 7    | Students with Emotional and Behavioral Disorders | Thursday, March 1 - Wednesday, March 7 | Read your textbook chapter on Students with Emotional and Behavioral Disorders  
Go to LM#7 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module |
| 8    | Students with Intellectual and Developmental Disabilities | Thursday, March 15 - Wednesday, March 21 | Read your textbook chapter on Students with Intellectual and Developmental Disabilities  
Go to LM#8 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module |
| 9    | Students with Speech and Language Disorders       | Thursday, March 22 - Wednesday, March 28 | Read your textbook chapter on Students with Speech and Language Disorders  
Go to LM#9 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module |

**PLEASE NOTE—COURSE WILL BE ON SPRING PREAK FROM MARCH 8-14**
<table>
<thead>
<tr>
<th>Module</th>
<th>Dates</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>LM#10- Students with Autism Spectrum Disorders</td>
<td>Thursday, March 29 - Wednesday, April 4</td>
<td>Read your textbook chapter on Students with Autism Spectrum Disorders. Go to LM#10 section of Learning Modules in BB for lecture link or, if applicable, team presentation link and your specific assignments for this module.</td>
</tr>
<tr>
<td>LM#11- Students with Deafness, Hearing Loss, &amp; Visual Impairments</td>
<td>Thursday, April 5 - Wednesday, April 11</td>
<td>Read your textbook chapters on Students with Deafness and Hearing Loss - Read only from Understanding Deafness and Hearing Loss to Academic Characteristics thru Written Expression and How Learners Who Are Deaf or Hard of Hearing Receive their Education thru Inclusive Practices and Trends and Issues Effecting the Field of Deaf Education &amp; Visual Impairments - Read only Understanding Visual Impairments thru Print Literacy Skills and Assessment thru Inclusive Practices and Recommended Educational Practices for Students with Visual Impairments. Go to LM#11 section of Learning Modules in BB for lecture links or, if applicable, team presentation(s) links and your specific assignments for this module.</td>
</tr>
<tr>
<td>LM#12- Students with Physical and Health Disabilities/OI, OHI, &amp; TBI</td>
<td>Thursday, April 12 - Wednesday, April 18</td>
<td>Read your textbook chapter on Students with Physical and Health Disabilities/OI, OHI, &amp; TBI. Go to LM#12 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module.</td>
</tr>
<tr>
<td>LM#13- Students with Severe and Multiple Disabilities</td>
<td>Thursday, April 19 - Wednesday, April 25</td>
<td>Read your textbook chapter on Students with Severe and Multiple Disabilities. Go to LM#13 section of Learning Modules in BB for lecture link or, if applicable, disability presentation link and your specific assignments for this module. <strong>Deadline for Menu Assignment to be turned into course instructor</strong></td>
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<td>LM#14- On-Line Final Exam</td>
<td>Thursday, April 26 - Wednesday, May 2</td>
<td>Go to the Learning Modules 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 first page. This will be an ‘open book’ untimed exam.</td>
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Please note that this syllabus was developed building on the prior work of Drs. Borreca & Richardson