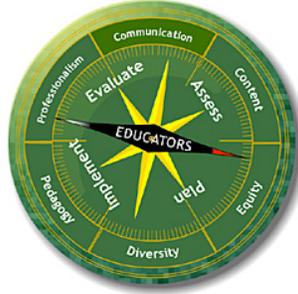


Educators as Guides for Engaged Learners



Visit: <http://www.coe.unt.edu/conceptual-framework>

Course Syllabus –Spring 2015 (Revised 1/26/15)
EDSP 3210-001: Educational Aspects of Exceptional Learners
(3 hours)

Monday, Wednesday and Friday 9:00 – 9:50 AM Business Learning Building Room 005

PROFESSOR: Dr. Cornelia L. Izen
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OFFICE HOURS: Monday– 10:30 AM to 1:30 PM
Tuesday – 10:30 AM to 1:30 PM (and by appointment)

Disability Accommodation: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Student Evaluation of Teaching (SETE): Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

1. Course Description:

This course provides an overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. Identification and referral procedures and effective educational practices are examined.

2.0 Competency Goal Statements:

The competencies for this course are taken from the *CEC Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculum*s

I. Philosophical, Historical, and Legal Foundations of Special Education

- 2.1. Current educational terminology and definitions of individuals with disabilities including identification criteria and labeling controversies, using professionally accepted classification system and current incidence and prevalence figures. (K1)
- 2.2. Evolution and major perspective from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (K2)
- 2.3. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (K3)
- 2.4. The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that under gird the growth and improvement of knowledge and practice in the field of special education. (K4)
- 2.5. Legal system to assist individuals with disabilities (K5)
- 2.6. Continuum of placement and services, including alternative programs available for individuals with disabilities. (K6)
- 2.7. Laws, regulations, and policies related to the provision of specialized health care in the educational settings. (K7)
- 2.8. Delineate the principles of normalization versus the educational concept of “least restrictive environment” in designing educational programs for individuals with disabilities. (S3)

II. Characteristics of Learners

- 2.9. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities. (K1)
- 2.10. Various etiologies and medical aspects of conditions affecting individuals with disabilities. (K3)

IV. Instructional Content and Practice

- 2.11. Impact of disabilities on auditory skills. (K4)
- 2.12. Assist students in the use of alternative and augmentative communication systems. (S18)
- 2.13. Support the use of media, materials, alternative communication styles and resources

required for learners whose disabilities interfere with communications. (S19)

2.14. Adapt lessons that minimize the physical exertion of individuals with specialized health care needs. (S22)

2.15. Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs. (S24)

2.16. Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities. (S25)

V. Planning and Managing the Teaching and Learning Environment

2.17. Appropriate use of assistive devices to meet the needs of individuals with disabilities. (K4)

2.18. Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum. (S6)

VII. Communication and Collaboration

219. Types and importance of information generally available from family, school, officials, legal system, and community service agencies. (K4).

VIII. Professionalism and Ethical Practices

2.20. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individual with disabilities. (K2)

2.21. Types and transmission routes of infectious disease.

3.0 Competency Goal Statements/ State of Texas Standards (as measured by the TExES EC-12 examination of Pedagogy and Professional Responsibilities (PPR), #160:

Domain 1—Designing instruction and assessment to promote student learning.

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.

E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence (e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical).

G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains.

H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.

Domain I: Competency 002: The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the

significance of student diversity for teaching, learning, and assessment.

B. Accepts and respects students with diverse background and needs.

Domain 1: Competency 004: The teacher understands learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments. D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning.

M. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.

P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.

Domain II: Competency 005: The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g., encourages cooperation and sharing among younger students' provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).

Domain IV: Competency 011: The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.

C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.

D. Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.

Competency Goal Statements/ State of Texas Standards (as measured by the TExES EC-12 examination of Special Education content, #161:

1.1k The historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities;

1.3k Current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;

1.4k Issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;

- 1.7k The continuum of placement and services available for individuals with disabilities
- 1.8k Assurances and due process rights related to assessment, eligibility, placement, and services;
- 2.1s Practice within the standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;
- 2.4s Respect the culture, gender, and personal beliefs of individual students and families;
- 2.9s Safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);
- 3.5s Communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services
- 3.6s Encourage and assist parents/guardians to become active participants in their children's education

2. Required Textbooks and Materials:

- 2.1. Hallahan, D., Kauffman, J., & Pullen, P. (2015). *Exceptional learners: An introduction to special education* (13th ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-357104-2
- 2.2. Additional articles and readings may be required to be read by all students. These readings will be available on Blackboard.

2.3. Recommended:

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). New York: Author.

3. Performance Evaluation:

- 3.1. **Reading Checks:** In order to help ensure a complete understanding of the required textbook readings, students will be required to complete weekly reading checks on Blackboard (<http://learn.unt.edu>). The reading checks will consist of multiple choice, true/false, or short answer questions on assigned chapters. Students will be able to retake multiple choice and true/false reading checks up until the time they are due if they would like to improve their scores. Students will earn a score of zero points for reading checks that are not completed by Sunday at 11:59 PM on the posted due date. No make-up reading checks will be allowed for anyone who misses a reading check for any circumstance. For a list of computer labs available on campus,

check www.gacl.unt.edu/locations.php. Reading Check questions/answers will not be released to students to prevent/minimize academic dishonesty.

- 3.2. **Article Critiques (2 in class in small group):** As future teachers, students should be able to read and apply research in their field. As part of in-class activities, students will complete two research reviews in groups. Following this, students will complete a research review individually on a peer-reviewed research article of their choice. The instructor will provide the first two studies to be reviewed. *Students must receive approval from the instructor before starting their Article Critique 3.*
- 3.3. **Book Review:** Students will read and review a book chosen from a list provided by the instructor. A detailed description of the assignment, including a book list and a rubric for evaluation will be made available on Blackboard.
- 3.4. **Disability Resource Notebook (DRN):** Students will select a disability of interest to them and compile a comprehensive resource notebook that may be used for future reference. The DRN must cover a disability specified in the *Individuals with Disabilities Education Improvement Act (IDEA-2004)*. The Disability Resource Notebook will include 5 sections: Fact Sheet, Organizations and Services, Assistive Technology, and Web Resources. A detailed description of the assignment, including a book list and a rubric for evaluation will be made available on Blackboard.
- 3.5. **Class Participation:** The subject matter of this course, in particular, with its emphasis on the practical application of theoretical models, is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to come to class well prepared to engage in discussions and complete in-class activities. Students who are not present in class will not be able to earn participation points for that day. Students who are not present for the entire class session will not earn full participation points for that day. In all classes, students will participate in class activities that will contribute to participation portion of the final grade. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Students who miss 2 classes will lose ½ of participation points. Students who miss 3 classes will lose all participation points. At the end of each class, students will evaluate their participation in class. The instructor will consider participation of students on a case-by-case basis.
- 3.6. **Professionalism:** Students who adhere to the policies and procedures stated in this syllabus and who take all quizzes, attend all classes, and complete all activities will earn the maximum number of points for *professionalism*.

3.7. **Evaluation**; Assignments are evaluated according to rubrics. Students can find the assignment description and rubrics in Blackboard. For all assignments, the instructor will grade the assignment and post the score students earned and comments to the Grade Center (My Grades in the left side navigation bar) on Blackboard. Students can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact your instructor immediately to discuss this. The course point breakdown is:

Due Date	Item	Total Points
Throughout Semester	Reading Checks (14 @ 25 points each)	350
#1 (small group in class): 2/6 #2 (small group in class): 2/20	Article Critiques (2 @ 25 points each)	50
3/23	Book Review	100
4/27	Disability Resource Notebook	250
Throughout Semester	Class Participation (42 classes @ 5 points each)	220
Throughout Semester	Professionalism	30
TOTAL		1000

Grading Scale

900 - 1000 Points (90 - 100%) = A 600 – 699 Points (60 - 69%) = D
 800 – 899 Points (80 - 89%) = B 599 Points and below (59% and below) = F
 700 – 799 Points (70 - 79%) = C

4. Course Policies and Requirements:

4.1. **Person-First Language.** Use person-first language when referring to individuals with disabilities in class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Reporting and Writing About People with Disabilities”
<http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

4.2. **Attendance:** Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify your instructor by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. Most handouts will be on Blackboard and all PowerPoint slides will be on Blackboard for each class session.

4.3. **Personal Conduct:** Please be courteous to the instructor and peers...any cell phone use (e.g., texting, internet use, game playing, etc.), excessive talking without permission, and other unprofessional or disruptive behavior will result in a loss of participation points for that day.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

4.4. **Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Assignments are to be submitted through the Blackboard Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines.

- **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. Assignments should be turned in on the date announced.
- **APA Format for Assignments:** Use APA 6th edition guidelines for all course assignments. This website links to APA format guidelines: <http://www.apastyle.org/>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/plagiarism-101/overview/>

In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

4.5. **Make-up Reading Checks:** Students will be given more than one day to complete the reading checks. Therefore, there will be **NO make-up Reading Checks for this course.** It is *highly*

recommended that you do not wait until the last day or final hour to begin a reading check in case an unforeseen event occurs and you are unable to complete the assessment in a timely manner. A zero (0) will be given for non-completion.

5.7 Late Assignments: Assignments should be submitted through Blackboard by 3:00 PM on the day they are due, unless other directions are provided by the instructor. Assignments turned in after the date due will be considered late. Five percent of available points for the assignment will be deducted for each day of late submission during the first week after the due date. After one week from the due date, assignments submitted will receive zero points. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. The point deduction will be made after grading is complete. The date that the assignment was received by the instructor **on Blackboard, in hand, or via email** will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

5.8 Incompletes: A grade of "Incomplete" will be granted *only if* a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

5.9 Sample Assignments: In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

5.10 Academic Integrity and Dishonesty: Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to, a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes but is not limited to: a. the work of another person without full and clear acknowledgement; and b. the knowing or

negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

- 5.11 EagleConnect:** All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.
- 5.12 Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.
- 5.13 Blackboard Learn:** Visit the course (EDSP 4340) website for updates on course content, quizzes, assignments, and general announcements. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class. Go to the following website to access our course on Blackboard: <https://learn.unt.edu/>
- 5.14 Retention of Student Records:** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>
- 5.15 Professionalism:** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT's Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by

the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.
- ensuring that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible);
- using personal computers is encouraged for those students who prefer this medium for note taking, however, professionalism dictates that students use their computers for class-related activities only during class time;
- all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

5.16 Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here is how to succeed at UNT: Show Up, Find Support, Get Advised, Be Prepared, Get Involved, Stay Focused. To learn more about campus resources and information on how you can achieve success, go to <http://success.unt.edu/>.

6 Calendar of Due Dates and Course Topics:

Date		Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Friday class unless otherwise noted; Other assignments due by 8:30 AM on day of class. All assignments should be submitted to Blackboard.
January	21	Introduction to the course	None	
	23	History of Special Education and Disability	HKP (Hallahan, Kaufman & Pullen, 2015) Chapter 1	Reading Check on Chapter 1 available at 10:00 AM
	26	Special Education Legislation		
	28	Issues and Services Pertaining to Individuals with Special Needs	HKP Chapter 2	
	30	Issues and Services Pertaining to Individuals with Special Needs		Reading Check on Chapter 2 available at 10:00 AM
February	2	Multicultural and Bilingual Aspects of Services for Individuals with Special Needs	HKP Chapter 3	
	4	Multicultural and Bilingual Aspects of Services for Individuals with Special Needs		
	6	Article Critique #1 (small group in class)	TBA (article)	-Article Critique #1 Due (small group in class) -Reading Check on Chapter 3 available at 10:00 AM
	9	Individuals with Intellectual Disabilities	HKP Chapter 5	
	11	Individuals with Intellectual Disabilities		

	Date	Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Friday class unless otherwise noted; Other assignments due by 8:30 AM on day of class. All assignments should be submitted to Blackboard.
February	13	Individuals with Intellectual Disabilities		Reading Check on Chapter 5 available at 10:00 AM
	16	Individuals with Learning Disabilities	HKP Chapter 6	
	18	Individuals with Learning Disabilities		
	20	Article Critique #2 (small group in class)	TBA (article)	-Article Critique #2 Due (small group in class) -Reading Check on Chapter 6 available at 10:00 AM
	23	Individuals with Speech/language impairments	HKP Chapter 10	
	25	Individuals with Speech/Language Impairments		
	27	Individuals with Speech/Language impairments		Reading Check on Chapter 10 available at 10:00 AM
	March	2	Individuals with Emotional/Behavioral Disorders	HKP Chapter 8
4		Individuals with Emotional/Behavioral Disorders		
6		Individuals with Emotional/Behavioral Disorders		Reading Check on Chapter 8 available at 10:00 AM

	Date	Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Friday class unless otherwise noted; Other assignments due by 8:30 AM on day of class. All assignments should be submitted to Blackboard.
March	9	Individuals with Autism Spectrum Disorders	HKP Chapter 9	Reading Check on Chapter 9 available at 10:00 AM Due Thursday 3/12 at 11:59 PM
	11	Individuals with Autism Spectrum Disorders		
	13	Individuals with Autism Spectrum Disorders		
	16	No Class: Spring Break		
	18	No Class: Spring Break		
	20	No Class: Spring Break		
	23	Individuals with Other Health Impairments	HKP Chapter 14	Book Review Due
	25	Individuals with Orthopedic Impairments		
	27	No Class: Online Module : Individuals with Orthopedic Impairments		Reading Check on Chapter 14 available at 10:00 AM
	30	Individuals with Vision Impairments Including Blindness	HKP Chapter 12	
April	1	Individuals with Vision Impairments Including Blindness		
	3	No Class: Work on Disability Notebooks		Reading Check on Chapter 12 available at 10:00 AM
	6	Individuals with Hearing Impairments or Who Are Deaf	HKP Chapter 11	
	8	Individuals with Hearing Impairments or Who Are Deaf		
	10	Individuals with Hearing Impairments or Who Are Deaf		Reading Check on Chapter 11 available at 10:00 AM

	Date	Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Friday class unless otherwise noted; Other assignments due by 8:30 AM on day of class. All assignments should be submitted to Blackboard.
April	13	Individuals with Severe/Multiple Disabilities, Including Deaf/Blindness and Traumatic Brain Injury (TBI)	HKP Chapter 13	
	15	Individuals with Severe/Multiple Disabilities, Including Deaf/Blindness and TBI		
	17	Individuals with Severe/Multiple Disabilities, Including Deaf/Blindness and Traumatic Brain Injury		Reading Check on Chapter 13 available at 10:00 AM
	20	Students with Special Gifts and Talents	HKP Chapter 15	
	22	Students with Special Gifts and Talents		
	24	Students with Special Gifts and Talents		Reading Check on Chapter 15 available at 10:00 AM
	27	Parents and Families of Individuals with Disabilities	HKP Chapter 4	Disability Resource Notebook Due
	29	Parents and Families of Individuals with Disabilities		Reading Check on Chapter 4 available at 10:00 AM
	May	4	Parents and Families of Individuals with Disabilities	
6		Future Directions		
11		NO CLASS: Finals Week		None (no final exam ☺)

NOTE: The instructor reserves the right to make schedule changes given unusual circumstances and/or at my discretion. She expects students to adapt to changes with equanimity.