



Course Syllabus:
Exceptional Individuals-Undergraduate Online
Midwestern State University
Gordon T. & Ellen West College of Education
SPED 3613
Spring 22

Contact Information

Instructor: Dr. Dennis Cavitt

Office: BH 309

Office hours: M 1:00-3:00 P.M., Tuesday 9-10:30 A.M., Thursday 9-10:30 A. M.. Other times can be specifically scheduled as needed.

Office phone: (940) 397-4139

E-mail: dennis.cavitt@msutexas.edu

Instructor Response Policy

I will read and respond to your email within 24 hours unless it is the weekend or holidays. If you send me an email during the weekend or a holiday, I will respond to you no later than on the first business day post the weekend or holiday.

Textbook & Instructional Materials

Sousa, D. A. (2016). *How the Special Needs Brain Learns*. 3rd Edition. Corwin Press.

Draper, S. M. (2010). *Out of My Mind*. Simon & Schuster Children's Publishing Division.

Important!!! This is a required item!!!

Instead of a Primary Textbook, in this course, we will use materials available from CEC. You are Required to obtain the CEC University Package (reduced rates as low as \$59) by visiting: <https://exceptionalchildren.org/membership/group-membership/university-college-classroom-package>

Once you are on the page, you need to scroll down until you see the information for PREMIER and FULL. This will provide you the information for both types of membership. You may choose either one but for our class only the full is required. The Premier with the discount costs \$119 a year, while the Full with discount costs \$59. To join, continue to scroll down past the membership information and you will see 2 red boxes one under the Premier and one under the full. Click on the membership level you desire and it will take you to the registration page. Use the following discount code that goes with the membership level you have chosen.

The Discount code to use at checkout are: for the full: **UCCPUGFULL (\$59) or for the Premier: **UCCPUGPREM (\$119)**.**

Course Description

A study of the etiology and concepts relating to exceptional individuals.

Course Objectives/Learning Outcomes/Course Competencies

Specific learning objectives for the course derive from the Pedagogy and Professional Responsibilities (EC-12), The Council for Exceptional Children Initial Preparation Standards, and the Texas SBEC standards/Test Frameworks. This course provides undergraduate students with a knowledge base of the environment in which they may serve as a teacher. Satisfactory completion of the course will document that students have demonstrated the ability to:

Identifies and designs instruction appropriate for all students: The Student:

1. 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. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002A,)
 - b. Accepts and respects students with diverse backgrounds and needs. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002B,)
 - c. Knows how to plan and adapt lessons to address students' varied backgrounds, skills, interests and learning needs, including the needs of English-language learners and students with disabilities. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002E)
 - d. Understands cultural and socioeconomic differences (including differential access to technology) and knows how to plan instruction that is responsive to cultural and socioeconomic differences among students. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002F)
 - e. Understands the instructional significance of varied student learning needs and preferences. (TExES Pedagogy and Professional Responsibilities EC-12 Domain I, Competency 002G)
2. Demonstrates how to create a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
 - a. Explains how to Establish a classroom climate that emphasizes collaboration and supportive interactions, respect for diversity and individual differences and active engagement in learning by all students. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 005B)
 - b. Uses a variety of means to convey high expectations for all students. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 005E)
3. understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
 - a. Communicates directions, explanations and procedures effectively and uses strategies for adjusting communication to enhance student understanding (e.g., by providing examples, simplifying complex ideas, using appropriate communication tools). (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 007C)

- b. Practices effective communication techniques and interpersonal skills (including both verbal and nonverbal skills and electronic communication) for meeting specified goals in various contexts. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 007D)
- 4. Demonstrates appropriate instruction that actively engages students in the learning process.
 - a. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 008D)
 - b. Engages in continuous monitoring of instructional effectiveness. (TExES Pedagogy and Professional Responsibilities EC-12 Domain 2, Competency 008E)
- 5. understands and applies knowledge of ethnic, cultural, linguistic and socioeconomic diversity and the significance of individual diversity for evaluation, planning and instruction.
 - a. Demonstrate knowledge of issues related to the identification of disabilities in individuals from ethnically, culturally, linguistically and/or socioeconomically diverse backgrounds.
 - b. Recognize how the ethnic, cultural and environmental background of students and their families, including linguistic and socioeconomic diversity, may affect evaluation, planning and instruction.
 - c. Demonstrate awareness of issues related to the representation in special education of populations that are culturally and linguistically diverse.
- 2. understand and apply knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.
 - a. Apply knowledge of state and federal laws, rules and regulations related to the roles and activities of the educational diagnostician, including the assessment and evaluation of individuals with educational needs.
 - b. Demonstrate knowledge of the rights and responsibilities of parents/guardians, schools, students, teachers and other professionals in relation to individual learning needs.
 - c. Know organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.
- 3. Engaging in Professional Learning and Practice within Ethical Guidelines (CEC Initial Preparation Standard 1.0)
 - a. practice within ethical guidelines and legal policies and procedures. (CEC Initial Preparation Standard 1.0, component 1.1)
 - b. advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. (CEC Initial Preparation Standard 1.2)
 - c. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. (CEC Initial Preparation Standard 1.3)
- 4. Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)
 - a. Describes how to use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being. (CEC Initial Preparation Standard 6.0, component 6.2)
 - b. Describes how to systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments. (CEC Initial Preparation Standard 6.0, component 6.3)
- 5. Demonstrates how to Collaborate with Team Members (CEC Initial Preparation Standard 7.0)
 - a. utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to

build team capacity and jointly address students' instructional and behavioral needs.
(CEC Initial Preparation Standard 7.0, Component 7.1)

See Appendix A for a complete list of standards/competencies
Student Handbook

Refer to: [Student Handbook-2019-20](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Assignments/Tests	Points
HLP Readings 7x10 points	70
Discussions 9x5 points	45
IRIS Assignments	160
CEC Recorded Webinars	90
Legal Framework Assignments	130
Psych Process Assignment	25
Dyslexia Training	25
TX State Plan for Gifted	10
NCEC	5
Identification of gifted from diverse backgrounds	10
Accommodated Lesson Plan	12
Module Tests	500
Final	400
Total points	1482

Table 2: Total points for final grade.

Grade	Points
A	1442 and above
B	1185 to 1441
C	1037 to 1184
D	889 to 1036
F	Less than 889

Exams

Module tests are a combination of T/F, Multiple Choice, and Short Answer questions. Each test is worth 100 points which is about 4% of the total grade. The tests are not timed.

Final Exam

Final (Due NO Later than May 4th by 5 PM):

Final (This is a case-based assessment. You will review the cases and do the following:

The Final Exam for SPED 5013 is a case study process. You have been given 10 case studies. You will do the following with each case:

- Identify the Primary Disability or if you do not identify a specific disability you will need to write no disability and why you think that. (5 points per case)
- List the Characteristics that align to the disability that you identified in the particular case. (5 points per case)
- Identify if there is a secondary or Co-morbid category and the characteristics (10 points per case)
- Identify and list the accommodations and modifications and the reference information that would be appropriate for the particular case study. (10 points per case)

This is set up like an essay test, each case will be a test question. I recommend that you complete this on a separate document and then copy and paste your responses into the test. Each case is worth 40 points.

Total points for the Final are 400. The Final is worth 27% of the grade.

Final (Due NO Later than May 4th by 5 PM)

Final Exam

Final exam details should be provided. Include point values or percentage of the overall grade, method of assessment, whether or not it will be timed, and date for final. This will appear on the Course Schedule in more detail.

Extra Credit

I do not offer extra credit in this course.

Late Work

The official policy for this class is that NO late work is accepted. However, I do understand that life events can throw you a curve ball. Therefore, if you see that you will be having difficulty turning your work in by the deadline, you MUST contact me and I will determine what extension will be provided. Often it is an additional 5 days and there will be a late grade consequence. The consequence is that the best grade you can receive would be 70% of the maximum points (i.e. if an assignment is worth 10 points, the maximum grade you could receive is 7 points). If you do not submit the assignment by the extended time you will receive a 0 for the assignment.

Make Up Work/Tests

Make up work is determined by a case by case basis.

Important Dates

Last day for term schedule changes: January 10-13

Deadline to file for graduation: February 14th

Last Day to drop with a grade of "W:" March 21st at 4 PM.

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

You are expected to attend all mandatory meetings of the classes (since this class is online, all meetings will be held through Zoom). If you have a conflict with any meetings, you will need to contact me prior to the event. All meetings will be recorded and links will be provided for you to watch the meeting. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact me immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring

accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

Universal Design for Learning (UDL) Principles*

UDL is a set of instructional practices that provide all students the ability to access information, interact with the information, and demonstrate learning that best meets their unique needs. According to CAST, “UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” (2021, para. 1). The UDL guidelines are based on the why, what, and how of learning. The guidelines are various evidenced based strategies that help scaffold student’s learning.

The course was developed using the UDL principles in mind. Therefore, you are provided multiple means of Representation through books, journals, videos, recorded webinars, etc. I also believe that I offer you multiple means of engagement as best as we can in an online course. I do believe that we can do better and I am in the process of identifying some options.

Regarding multiple means of expression, you will be able to select which ever process best meets your unique needs in submitting your work. All the assignment dropboxes are set up to accept a wide variety of files. Everything from Word documents, PDF files, audio files and video files. Therefore, for every assignment that has a dropbox, you may choose how you will be able to share with me what you learned from the assignment. It can be a drawing, an audio describing what you learned, A video describing what you learned. I am allowing you to turn in whatever is best for you to describe what you learned and your reflection of how you will use the information in your current and/or future practice.

Tests are another issue. If you need me to set up a time to make the test oral, I will need you to schedule a time to do that. With Written response questions I have added the opportunity for you to either add a file or to record an audio or a video to answer those questions.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:
Legal and Ethical Foundations
January 10th- 29th

Please refer to Universal Design for Learning (UD) Principles* on page 7 of this syllabus for formatting all assignments.

Reading Assignments: (All reading assignments with the exception of the HLP readings will be assessed during the module test).

Read the article posted in D2L Content Page in the Course Materials and reading Selections folder titled “**Historical and Legal Issues in the Field of Exceptional Individuals**” This is an article written by me for your class.

Read the following article found in D2L: **From RTI to MTSS.**

Read the articles from Teaching Exceptional Children Journal found in your reading file on the content page in D2L:

- A Primer of Special Ed. Law and
- An Updated Primer of Special Ed. Law. (The information will be assessed in the module test)

How the Special Needs Brain Learns. 3rd Edition.

Chapters 1 & 2

High Leverage Practices:

HLP A

HLP B

No quiz-there is a written reflection regarding the chapter. See D2L for more instructions. (10 points each).

Recorded Lecture:

Watch the recorded lecture for Module 1 found in D2L.

Video (Instructions for access in D2L Assignment description.):

ARD Man Video The information from this video will be assessed in the Module 1 Test.

Discussions:

Personal Introduction

Out of My Mind Book Discussion 1

Out of My Mind Book Discussion 2

Online Assignments

- Online IRIS Vanderbilt What Do You See? Perceptions of Disability. (30 Points)

- CEC Webinars: (Remember that to access this webinar for free you will need to become a member of CEC. See the first page of the syllabus for becoming a member via the University program.
- CEC Webinars: (Remember that to access this webinar for free you will need to become a member of CEC. See the first page of the syllabus for becoming a member via the University program.
 - You will need to watch the following CEC webinar: **The IEP Process: Essential Strategies for Special Education Teachers**. To access the webinar you will need to do the following:
 - You will need to go to the Learning Library at the CEC website: here is a quick link: [CEC Learning Library](#)
 - Once there you will need log in to your account and then scroll down until where you see the button that reads "Access the Learning Library".
 - Click on the button on the left for Webinars and workshops. Once there, search for the specific workshop. Remember these Recorded webinars are FREE with your membership.
 - Once you have completed the recorded webinar, Down load the certificate of completion and create a short, about 250 word summary, of what you learned and upload both into D2L. (10 points)

CEC Webinar #2: (Remember that to access this webinar for free you will need to become a member of CEC. See the first page of the syllabus for becoming a member via the University program.

- You will need to select 1 of the following webinars:
 - Supreme Court Decisions and Implications for Developing IEPs
 - How the Supreme Court may Change Your Practice
 - Working Collaboratively with Diverse Families in the IEP Process
 - What Principals Need to know to void Special Education Litigation.
- To access the webinar, you will need to do the following:
 - You will need to go to the Learning Library at the CEC website: here is a quick link: [CEC Learning Library](#)
 - Once there you will need log in to your account and then scroll down until where you see the button that reads "Access the Learning Library".
 - Click on the button on the left for Webinars and workshops. Once there, search for the specific workshop. Remember these Recorded webinars are FREE with your membership.
- Once you have completed reviewing the recorded webinar, Down load the certificate of completion and create a short, about 250-word summary, of what you learned and upload both into D2L. (10 points)

Tests:

Module 1 Test (100 points)

Module 2:

Multi Systems of Support (MSS), Response to Intervention (RTI), Universal Design for Learning (UDL), The Referral Process, Cultural Issues
January 30th- February 12th

Please refer to Universal Design for Learning (UD) Principles* on page 7 of this syllabus for formatting all assignments.

Online Assignments

Online IRIS Vanderbilt RTI Assignment (20 points)

Online IRIS Vanderbilt Universal Design for Learning (UDL) Module. (50 points)

From CEC:

- CEC Webinars: (Remember that to access this webinar for free you will need to become a member of CEC. See the first page of the syllabus for becoming a member via the University program.
 - You will need to watch the following CEC webinar: **Lesson Planning for All Learners Using Universal Design for Learning** To access the webinar you will need to do the following:
 - You will need to go to the Learning Library at the CEC website: here is a quick link: [CEC Learning Library](#)
 - Once there you will need log in to your account and then scroll down until where you see the button that reads "Access the Learning Library".
 - Click on the button on the left for Webinars and workshops. Once there, search for the specific workshop. Remember these Recorded webinars are FREE with your membership.
 - Once you have completed the recorded webinar, Down load the certificate of completion and create a short, about 250-word summary, of what you learned and upload both into D2L. (10 points)

Reading Assignments:

Read the following Articles from Teaching Exceptional Children Journal found in the reading selections file in D2L Content page for Module 2 (The information will be assessed in the Module 2 Test):

- Responsiveness to Intervention 1997to 2007
- Responsiveness-to-intervention: A Blueprint for Practitioners, Policymakers, and Parents.
- Taxonomy of Intervention Intensity

Read the Article in D2L on Multi-Tiered System of Supports:

From RTI to MTSS.

High Leverage Practices Reading Assignment for Module 2

HLP C

Assignment: written reflection regarding the chapter. See D2L for more instructions. (10 points).

Recorded Lecture:

Watch the recorded lecture for Module 2 found in D2L.

Discussion:

Read the NEA/NASP Article and respond to the following discussion prompt: After reading the article what issues of disproportionality will you try to correct and why, in your current or future practice? (5 Points).

Tests

Module 2 test (100 Points)

Module 3:

Understanding Disability Conditions: High Incidence Disabilities: Speech Language Impairment (SLI), Specific Learning Disability (SLD), Other Health Impairment (OHI), Emotional Disturbance (ED)

February 13th – March 5th

Please refer to Universal Design for Learning (UD) Principles* on page 7 of this syllabus for formatting all assignments.

Reading Assignments:

Articles/Chapters in D2L:

- Specific Learning Disabilities and the Processing Block.

High Leveraged Practices

HLP D

Assignment: written reflection regarding the chapter. See D2L for more instructions. (10 points).

Video The information from the videos will be assessed in the Module test (Instructions for access in D2L Assignment description.):

How Difficult Can This Be. The FAT City Video.

Discussion:

Out of My Mind Book Discussion 3

Out of My Mind Book Discussion 4

Psychological Processes Assignment (25 Points):

The IDEA definition of a Specific Learning Disability (SLD) is a disorder in one or more of the **basic psychological processes** involved in understanding or in using language that is spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

Basic psychological processes are not limited to individuals with a SLD. They are also found with students identified with other of the disabilities identified as High Incidence Disability.

This Activity will help you identify what those basic psychological processes are and how they are manifested in the educational setting.

You will be creating a one-pager activity (or you can use the [template](#) that is attached) for this assignment you will complete the following for each process listed below:

1. Define the Psychological Processes,
2. Describe how each process is involved in learning and how a problem with the process manifests in the educational setting,
3. Describe an evidence-based intervention for each process
 1. Fluid Intelligence/Fluid Reasoning
 2. Crystallized Intelligence
 3. Language use Process

4. General Memory & Learning
 5. Broad Retrieval Ability
 6. Processing Speed/Cognitive Speed/Correct Decision Speed:
 7. Sensory Motor (Action/Output):
 8. Visual/Auditory Perception
 9. Quantitative Knowledge
 10. Attention Process
4. Finally, I want you to choose one of the Psychological processes and develop a **NON-LINGUISTIC** representation of it and you will need to upload it as a separate document (pdf file, Word)
 5. Upload both documents by the end of Module 3.

Online Assignments

- Online Dyslexia Training- **This is a TEA REQUIRED Assignment.** You **MUST** Complete this requirement. Failure to do so will result in you receiving an Incomplete or the best grade of D in the course. You will need to upload your completed certificate. (25 points)
- CEC Webinar #3: (Remember that to access this webinar for free you will need to become a member of CEC). See the first page of the syllabus for becoming a member via the University program.
- You will need to watch the following CEC webinar: **Executive Function Deficits: Evidence-based Practices to Help All Learners Access Core Curriculum**
 - To access the webinar you will need to do the following:
 - You will need to go to the Learning Library at the CEC website: here is a quick link: [CEC Learning Library](#)
 - Once there you will need log in to your account and then scroll down until where you see the button that reads "Access the Learning Library".
 - Click on the button on the left for Webinars and workshops. Once there, search for the specific workshop. Remember these Recorded webinars are FREE with your membership.
 - Once you have completed the recorded webinar, Down load the certificate of completion and create a short, about 250-word summary, of what you learned and upload both into D2L. (10 points)

Legal Framework Assignment (40 Points)

Tests

Module 3 Test (100 Points)

Module 4:
Understanding Disability Conditions: Developmental Disabilities: Intellectual Disabilities (ID)
and Autism Spectrum Disorder (AU)
March 6th – 26th

All assignments for Module 4 are due no later than Saturday, November 13th by 11:59 PM.

Please refer to Universal Design for Learning (UD) Principles* on page 7 of this syllabus for formatting all assignments.

Reading Assignments:
Article/Chapters in D2L.

How the Special Needs Brain Learns. 3rd Edition.

Chapter 9

High Leverage Practices Reading Assignment for Module 3

HLP E

Legal Framework Assignment (20 Points)

Video (Instructions for access in D2L Assignment description.):
Educating Peter (Information from the video will be assessed in the Module test)

Discussion:

Out of My Mind Book Discussion 5

Out of My Mind Book Discussion 6

Online Assignments

IRIS Vanderbilt: Autism Spectrum Disorders Part 1-An Overview for Educators. (60 Points)

Legal Framework Assignment (20 Points)

Tests

Module 4 Test

Module 5

Understanding Disability Conditions: Lower Incidence Disabilities: Visual Impairment (VI), Auditory Impairment (AI) Orthopedic Impairment (OI), Multiple Disabilities (MD), Deaf Blind (DB), Noncategorical Early Childhood (AKA Developmental Disability) (NCEC). Gifted and Talented.

March 27th – April 16th

Please refer to Universal Design for Learning (UD) Principles* on page 7 of this syllabus for formatting all assignments.

Watch the recorded Module 5 lecture found in D2L.

Reading Assignments: These will be assessed in the Module Test
Article(s)/Chapter(s) in D2L

Read the following Articles from Teaching Exceptional Children Journal:

- Creating learning opportunities for students with severe disabilities in inclusive classrooms.
- Using task analysis to support inclusion and assessment in the classroom.
- Literacy acquisition for students with severe disabilities: Making it happen through assistive technology.

High Leverage Practices Reading Assignment

HLP F

HLP G

Texas State Plan for the Education of Gifted/Talented Students.
Information from the reading will be assessed in the Module test

Understanding the NCEC/Developmental Delay Disability Condition:

Read the short article found at the following link:

<https://simplyideadotorg.wordpress.com/2014/10/11/non-categorical-early-childhood-ncec/>

Information from the reading will be assessed in the Module test

Video (Instructions for access in D2L Assignment description.):

Including Samuel Video Information from the reading will be assessed in the Module test

Discussions:

You will be engaging in a series of discussions based on reading selections from Tyrone C. Howard's book "Why Race and Culture Matter in Schools". Reading selections will be provided in D2L.

Culture (5 Points)

Race (5 Points)

Online Assignments

Watch the YouTube Video: *Identification of Gifted Students from Diverse Backgrounds at the following Link:* <https://www.youtube.com/watch?v=NM5BZgYGKdU> Once you completed watching the video, you will need to write a reflection that identifies and describes at least 5 items that you learned from the video and how you will use that information in your future practice. (10 points)

Webinars From CEC:

- Explicit Instruction, Part 1: Exploring the foundations of explicit instruction
- Explicit Instruction, Part 2: Anatomy of a prototypical explicit instruction lesson.
- From philosophy to practice: enacting authentic school inclusion
- To access the webinar you will need to do the following:
 - You will need to go to the Learning Library at the CEC website: here is a quick link: [CEC Learning Library](#)
 - Once there you will need log in to your account and then scroll down until where you see the button that reads "Access the Learning Library".
 - Click on the button on the left for Webinars and workshops. Once there, search for the specific workshop. Remember these Recorded webinars are FREE with your membership.

- Once you have completed the recorded webinar, Download the certificate of completion for each webinar and create a short, about 250-word summary for each, which must include what you learned and how you will use it in your future practice (at least 5 points) and upload both into D2L. (10 points each for a total of 30 points)

Legal Framework Assignment (70 points).

Test:
Module 5 Test

Module 6: Putting it All Together: Putting it all Together: HLP's and Differentiated Instruction. April 17th – May 4th

Please refer to Universal Design for Learning (UD) Principles* on page 7 of this syllabus for formatting all assignments.

Reading Assignments:

How the Special Needs Brain Learns. 3rd Edition. (SB)
Chapter 10: Putting it all Together

Online Reading Assignment: Bullying & Harassment of Students with Disabilities
<https://www.pacer.org/bullying/resources/students-with-disabilities/>

Create a short summary that includes 5 points that you will use in your future practice (10 Points).

Online Assignments:

From CEC:

Select 3 webinars from the following:

- Calculation and Word problem interventions for elementary students with mathematics difficulty.
- Effective Intervention for reading difficulties.
- Improving the writing of students with disabilities: An explicit instruction framework.
- How to design and deliver effective math intervention.
- Bullying and suicide: Preventive measures for schools.
- Collaborating with colleagues and co-teaching like a pro.
- Stress detectives and safe harbors: Helping children feel secure.
- To access the webinar you will need to do the following:
 - You will need to go to the Learning Library at the CEC website: here is a quick link: [CEC Learning Library](#)
 - Once there you will need log in to your account and then scroll down until where you see the button that reads "Access the Learning Library".
 - Click on the button on the left for Webinars and workshops. Once there, search for the specific workshop. Remember these Recorded webinars are FREE with your membership.

- Once you have completed the recorded webinar, Download the certificate of completion for each webinar and create a short, about 250-word summary for each, which must include what you learned and how you will use it in your future practice (at least 5 points) and upload both into D2L. (10 points each for a total of 30 points)

TEA Assignment:

- Accommodated Lesson Plan Assignment: This is a **TEA REQUIRED Assignment. You MUST Complete this requirement. Failure to do so will result in you receiving an Incomplete or the best grade of D in the course.** (12 Points)

Final (Due NO Later than March 4th by 5 PM):

Final (This is a case-based assessment. You will review the cases and do the following:

The Final Exam for SPED 5013 is a case study process. You have been given 10 case studies. You will do the following with each case:

- Identify the Primary Disability or if you do not identify a specific disability you will need to write no disability and why you think that. (5 points per case)
- List the Characteristics that align to the disability that you identified in the particular case. (5 points per case)
- Identify if there is a secondary or Co-morbid category & list the characteristics of each Co-morbid disability you identified (10 points per case)
- Identify and list the accommodations and modifications that would be appropriate for the particular case study. **You MUST include a reference for each accommodation or modification.** (10 points per case)

This is set up like an essay test, each case will be a test question. I recommend that you complete this on a separate document and then copy and paste your responses into the test. Each case is worth 40 points.

Total points for the Final are 400.

Final (Due NO Later than May 4th by 5 PM):

As with any proposed schedule, circumstances may require altering reading and/or assignment schedules. The schedule may be altered at the discretion of the instructor.

References/Scientifically-Based Research/Additional Readings:

Brown-Chidsey, R. & Bickford, R. (2016). *Practical handbook of multi-tiered systems of support: Building academic and behavioral success in schools.* Guilford Press.

Byrnes, J. P. (2021). *Cognitive development for academic achievement: Building skills and motivation.* Guilford Press.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR).

- (2021, August, 1). *High leverage practices in special education*. CEEDAR Education. <https://ceedar.education.ufl.edu/high-leverage-practices/>.
- Council for Exceptional children (2021, August, 1). *Professional preparation standards*. CEC. <https://exceptionalchildren.org/professional-preparation-standards>.
- Education Service Center Region 18. (2021, August, 1). Legal framework for the child-centered special education process. ESC18. <http://framework.esc18.net/display/Webforms/ESC18-FW-LandingPage.aspx>.
- Ferris, S. J. (2014). "Revoicing: A Tool to Engage All Learners in Academic Conversations." *The reading teacher*, 67(5), pp. 353–357. International Literacy Association, Inc.
- Fletcher, J., Lyon, R., Fuchs, L., & Barnes, M. A. (2019). *Learning disabilities: From identification to intervention*. (2nd Ed.) Guilford Press.
- Howard, T. C. (2019). *Why race and culture matter in schools: Closing the achievement gap in America's classrooms*, (2nd Ed.) Teachers College Press.
- International Dyslexia Association. (2018). *Knowledge and practice standards for teachers of reading*, (2nd Ed.). International Dyslexia Association. <https://app.box.com/s/21gdk2k1p3bnagdfz1xy0v98j5yt11wk>.
- Longmore, P. K. & Umansky, L. (Eds.) (2001). *The new disability history: American perspectives*. New York University Press.
- Mather, N., Goldstein, S., & Exlund, K. (2019) *Learning disabilities and challenging behaviors: Using the building blocks model to guide intervention and classroom management*. (3rd Ed.). Brookes Publishing.
- McLeskey, J., Barringer, M., Billingsley, B., Brownell, M., Jackson, D. Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. CEC & CEEDAR Center.
- Murawski, W. W. & Scott, K. L. (Eds.). (2017). *What really works with exceptional learners*. Corwin & CEC.
- Murawski, W. W. & Scott, K. L. (Eds.). (2019). *What really works with universal design for learning*. Corwin
- National Institutes of Health, Child Development and Behavior Branch. (2019) National reading panel U.S. Department of Health and Human Services. <https://www.nichd.nih.gov/research/supported/nrp>.
- Rodriquez, J. A. & Murawski, W. W. (Eds.) (2022). *Special Education law and policy: From foundation to application*. Plural Publishing.
- Sousa, D. A. (2016). *How the Special Needs Brain Learns*. (3rd Ed). Corwin.

Texas Education Agency. (2018). The dyslexia handbook: procedures concerning dyslexia and related disorders. https://tea.texas.gov/sites/default/files/2018-Dyslexia-Handbook_Approved_Accomodated_12_11_2018.pdf.

Yell, M. (2019). *The law and special education*. Pearson.

Wright, J. (2007). *RTI toolkit: A practical guide for schools*. National Professional Resources.

Vaughn, S. R., Bos, C. S. & Schumm, J. S. (2018). *Teaching students who are exceptional, diverse, and at risk in the general education classroom*, (7th Ed.). Pearson.

Initial Practice based Professional Standards for Special Education 2020

Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines:

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs:

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge:

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Standard 4: Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making:

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction.

Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and long-term planning, and make ongoing adjustments to instruction.

Standard 5: Supporting Learning Using Effective Instruction Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction:

Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student self-assessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Standard 6: Supporting Social, Emotional, and Behavioral Growth:

Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development. **Component 6.1:**

Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities. **Component 6.2:** Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Standard 7: Collaborating with Team Members:

Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Appendix B
Standards/Objectives Evaluation

Assessment	Course Standards/Objectives Evaluation	Course Module
	Standard/Objective: The Teacher Candidate...	Assignment/Assessment
	6. Standard I: designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment (PPR Standards, EC-12, Downloaded from TEA 8/15/2021).	<ul style="list-style-type: none"> • HLP Readings <ul style="list-style-type: none"> • A, B • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, RTI, UDL • Legal Framework Assignments
	Teacher Knowledge: The beginning teacher knows and understands: 1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs; 1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners; 1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning	<ul style="list-style-type: none"> • HLP Readings <ul style="list-style-type: none"> • A, B • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, RTI, UDL • Legal Framework Assignments • Psychological Processes Assignment.
	Application: The beginning teacher is able to: 1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners; 1.3s use effective approaches to address varied student learning needs and preferences;	<ul style="list-style-type: none"> • HLP Readings <ul style="list-style-type: none"> • A, B • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, RTI, UDL • Legal Framework Assignments • Accommodated Lesson Plan. • Is it an Accommodation Lecture/Activity
	Content and Pedagogy: The beginning teacher is able to: 1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; exhibit appropriate knowledge of a subject to promote student learning.	<ul style="list-style-type: none"> • Accommodated Lesson Plan. • Is it an Accommodation Lecture/Activity
	Selection of Instructional Goals and Objectives: The beginning teacher knows and understands: 1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs;	<ul style="list-style-type: none"> • HLP Readings • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, • RTI, • UDL

	Selection of Instructional Goals and Objectives: The beginning teacher is able to: 1.15s develop instructional goals and objectives that reflect different types of student learning and skills.	<ul style="list-style-type: none"> • HLP Readings • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, • RTI, • UDL
	Resources: The beginning teacher knows and understands: 1.17k the importance of knowing when to integrate technology into instruction and assessment;	<ul style="list-style-type: none"> • HLP Readings • Legal Framework Assignments • Accommodated Lesson Plan. • Is it an Accommodation Lecture/Activity
	Designing Coherent Instruction: The beginning teacher knows and understands: 1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.	<ul style="list-style-type: none"> • Online IRIS Modules <ul style="list-style-type: none"> • RTI, • CEC Webinars
	Assessment of Student Learning: The beginning teacher knows and understands: 1.25k the role of assessment in guiding instructional planning;	<ul style="list-style-type: none"> • Online IRIS Modules <ul style="list-style-type: none"> • RTI, • CEC Webinars
	Assessment of Student Learning: The beginning teacher is able to: 1.28s analyze assessment results to aid in determining students’ strengths and needs;	<ul style="list-style-type: none"> • Online IRIS Modules <ul style="list-style-type: none"> • RTI, • CEC Webinars
	Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence (PPR Standards, EC-12, Downloaded from TEA 8/15/2021).	<ul style="list-style-type: none"> • HLP Readings • CEC Webinars • Final Case Studies
	Creating an Environment of Respect and Rapport: The beginning teacher knows and understands: 2.1k the importance of creating a learning environment in which diversity and individual differences are respected;	<ul style="list-style-type: none"> • HLP Readings • Online IRIS Modules • CEC Webinars • Final Case Studies • Out of My Mind Book Discussions
	Managing Student Behavior: The beginning teacher knows and understands: 2.13k theories and techniques relating to managing and monitoring student behavior;	<ul style="list-style-type: none"> • Course Reading assignments • HLP Readings • CEC Webinars • Online IRIS Assignments
	Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication	<ul style="list-style-type: none"> • Online IRIS Modules <ul style="list-style-type: none"> • RTI, • CEC Webinars

	techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback (PPR Standards, EC-12, Downloaded from TEA 8/15/2021).	
	Communication: The beginning teacher knows and understands: 3.1k the importance of clear, accurate communication in the teaching and learning process;	<ul style="list-style-type: none"> • Online IRIS Modules <ul style="list-style-type: none"> • RTI, • CEC Webinars
	Engaging Students in Learning: The beginning teacher knows and understands: 3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;	<ul style="list-style-type: none"> • HLP Readings <ul style="list-style-type: none"> • A, B • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, RTI, UDL • Legal Framework Assignments
	Demonstrating Flexibility and Responsiveness: The beginning teacher knows and understands: 3.16k situations in which teacher flexibility can enhance student learning.	<ul style="list-style-type: none"> • HLP Readings <ul style="list-style-type: none"> • A, B • Online IRIS Modules <ul style="list-style-type: none"> • Perceptions of Disabilities, RTI, UDL • Legal Framework Assignments
	Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (PPR Standards, EC-12, Downloaded from TEA 8/15/2021).	<ul style="list-style-type: none"> • Legal Framework Assignments • ARD Man Video • Module Tests
	Interacting with Other Educators and Contributing to the School and District: The beginning teacher knows and understands: 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions;	<ul style="list-style-type: none"> • HLP Readings • CEC Webinars
	Continuing Professional Development: The beginning teacher knows and understands: 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;	<ul style="list-style-type: none"> • CEC webinars
	Legal and Ethical Requirements and the Structure of Education in Texas: The beginning teacher knows and understands: 4.13k legal requirements for educators (e.g., those related to special education, students' and	<ul style="list-style-type: none"> • Legal framework Assignments

	families' rights, student discipline, equity, child abuse);	
Council for Exceptional Children Initial Practice Based Professional Standards for Special Education (2020):		
	<p>6. Engaging in Professional Learning and Practice within Ethical Guidelines (CEC Initial Preparation Standard 1.0)</p> <p>a. practice within ethical guidelines and legal policies and procedures. (CEC Initial Preparation Standard 1.0, component 1.1)</p> <p>b. advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds. (CEC Initial Preparation Standard 1.2)</p> <p>c. Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices. (CEC Initial Preparation Standard 1.3)</p>	<ul style="list-style-type: none"> • CEC webinars • Legal framework Assignments • Online IRIS Modules • RTI, • Final Case Studies
	<p>7. Supporting Social, Emotional, and Behavioral Growth (CEC Initial Preparation Standard 6.0)</p> <p>a. Describes how to use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being. (CEC Initial Preparation Standard 6.0, component 6.2)</p> <p>b. Describes how to systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments. (CEC Initial Preparation Standard 6.0, component 6.3)</p>	<ul style="list-style-type: none"> • HLP Readings • Final Case Studies • Psychological Processes Assignment.

	<p>8. Demonstrates how to Collaborate with Team Members (CEC Initial Preparation Standard 7.0).</p> <p>a. utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs (CEC Initial Preparation Standard 7.0, component 7.1)</p>	<ul style="list-style-type: none"> • HLP readings • Book/Chapter Discussions • Final Case Studies
<p>Key: M-Mastered/A-Adequate/DNM-Did not Meet</p>		