



**CI 724 –22518- Methods/Assessment: Adaptive (3 credit hours)
Course Syllabus
Spring 2013**

**Class Times: January 22, 2012 – May 7, 2013- Tuesday 5:30 – 8:00 P.M.
Corbin Education Center Rm. 159**

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Office hours: Tuesday & Thursday – 3:00 P.M. – 5:00 P.M. and by appointment
**** Please note: Email will only be answered Monday – Friday between 3:00 P.M. – 5:00 P.M.

How to use this syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Note: Weather Cancellations – Call 978-6633 (select 2) to obtain information on weather related class cancellations.

Catalog Description: Candidates examine introductory assessments, curriculum and instruction related to students with mild and moderate learning needs. Includes competencies for (a) developing individual educational plans, (b) assessment for instructional planning, (c) planning and delivering research-validated individualized instruction, (d) monitoring and basing instructional decisions on performance data, (e) managing safe and conducive learning environments, and (f) strategies for working with students with adaptive learning needs in general and special education environments.

Prerequisite(s): CI 719, 720

Credit hour information: Course Definition and Assignment of Credit Hours: According to the U.S. Department of Education a "credit hour" is a measure of graduate academic work represented in intended learning outcomes and verified by evidence of student achievement. The expectation of work in order to be successful for this 3-credit course is 135-minutes of direct faculty instruction and 6 hours of out-of-class student work each week, which includes practice work, writing assignments, and assigned readings.

This is also a hybrid Course (Face-to-Face and Online). For the weeks we are online, you will spend approximately 9 hours per week during the semester working through your online modules, participating in synchronous and asynchronous activities, and other out-of-class work. This equates to the same amount of time you would spend if you were on campus, but you do not

have to deal with finding a parking space, dealing with inclement weather, and missing your children's band concerts!

INSTRUCTIONAL MATERIALS:

Required Textbooks:

- ❖ Vaughn, S.R. & Bos, C.S. (2011) *Strategies for teaching students with learning and behavior problems* (8th ed.) Upper Saddle River, N.J.: Pearson.
ISBN: 9780137034673

Suggested readings:

- ❖ American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, D.C.: American Psychological Assoc.

Major Topics:

The College of Education is comprised of five departments whose synergy provides powerful understanding of lifespan development and academic innovation in living and learning. We prepare teachers, school administrators, counselors, educational and school psychologists, athletic trainers, exercise and sport professionals for 21st century careers. All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below:

Guiding Principles (from the Unit Conceptual Framework*)	Professionalism and Reflection (PR)	Human Development and Diversity (HDD)	Connection of Teaching Experiences and Assessment (CTA)	Technology (T)	Content Knowledge, Pedagogical Content Knowledge, and Alignment with Standards (CKS)	Collaboration (C)
Planning Instruction		X				
Cognitive Characteristics of Learners w/ Adaptive needs		X				
Environments that Promote cognitive learning	X			X	X	
Promoting generalization	X				X	X
Response to Intervention				X	X	X
Cognitive Behavior Modification					X	
Research – based approaches for cognitive learning			X		X	X
Instructional methodology for cognitive learning				X	X	X
Scaffolding			X		X	
Explicit Instruction			X		X	X
Cognitive learning strategies				X	X	
Assessment and monitoring of cognitive learning					X	

* http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf

Technology Expectations:

Students will be expected to (1) access Blackboard for course information; (2) use e-mail, including their WSU email account for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments must be submitted electronically.\

PLEASE assure that your correct e-mail is listed in Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at <http://www.wichita.edu/education/techcenter>

Learner Outcomes: (assessment, guiding principles, guiding program document, professional standards)

Course Outcomes The candidate will:	Related Assessment	Guiding Principles Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)	Guiding Principles from Guiding Program Document	Professional Standards (KSDE, ASHA, NASP)
Plan and implement instruction based on an understanding of cognitive development and account for its impact and the influences of family, cultural factors, and individual characteristics on student learning	Lesson Plan	HDD	Goal 2	KSDE Adap. 2, 4
Implement at least one cognitive strategy designed to increase the likelihood of student learning in general and special education environments.	Lesson Plan	CTA, CKS, C	Goals 4, 5, and 7	KSDE Adap. 4, 7
Develop an Individualized Education Plan that will demonstrate an understanding of learning environments, student's strengths and needs and academic/social goals for effective learning.	Book Character analysis	CKS	Goals 5 and 6	KSDE Adap 5.
Implement instructional practices that promote generalization of student learning.	Book Character analysis, Lesson Plan	CKS	Goals 5 and 6	KSDE Adap. 4, 5
Assess learning of cognitive strategies and maintain records of student learning.	Lesson Plan	CTA	Goal 3	KSDE Adap. 3
Demonstrate commitment to the highest educational and quality of life potential of individuals with exceptionalities.	Journal Critique Lesson plan Discussion group	PR	Goals 1 and 9	KSDE Adap. 8

Diversity Expectations:

"A university is a place where the universality of the human experience manifests itself."

--Albert Einstein

This instructor is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In this class, you will have the opportunity to express and experience cultural diversity as we focus on issues such as: sexual orientation, gender, race, and abilities. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind (Based on the University of Alabama's syllabus guide: http://www.comstudies.ua.edu/pdf/UA_syllabusconstruction.pdf)

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e-mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.

***We will **use person-first language** in our class discussions and written assignments and it is recommended in your professional practices. We will also strive to replace the term "Mental Retardation" with "**Intellectual Disabilities**" in our oral and written communication in accordance with terminology choices in the disability community and in keeping with KSDE regulations.

Attendance: Students are expected to arrive to class **on time and stay for the entire class period**. While understanding that emergencies occur in all of our lives, grades will be assigned based on your actual performance. Three (3) tardies will be counted as one (1) absence. A reduction of one full letter grade will be assigned if there are three (3) absences with a full letter grade reduction for each subsequent absence.

- **IMPORTANT NOTE:** If any student acquires 5 absences a grade of "F" will be assigned to the student. The instructor will NOT consider written requests for excused absences. Missing 5 scheduled class meetings means you have missed too much information and **will not pass the class**.

Academic Honesty: Academic Integrity

Students are responsible for knowing and following the Student Code of Conduct:

http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy:

http://webs.wichita.edu/inaudit/ch2_17.htm.

A standard of honesty, fairly applied to all students, is essential to a learning environment. *****Please be advised that ALL assignments will be vetted through SafeAssign, which is WSU's plagiarism detection software.** Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the College or University level and may result in suspension or dismissal. Dismissal from a

College for academic dishonesty, constitutes dismissal from the University (WSU Student Code of Conduct)

Intellectual Property: Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Inclusive Excellence: Wichita State University is committed to achieving "Inclusive Excellence" and institutional strength through curricula, co-curricula, and other practices, which promote and encourage the intermingling of its students, faculty, and staff from different backgrounds, in a challenging intellectual and multicultural climate that is marked by respect and appreciation for the spectrum of human diversity. The University is also committed to an "all-inclusive" diversity and does not discriminate on the basis of race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

Disabilities: If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 150, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing: The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Shocker Alert System: Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services: WSU's Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation: Whether you want to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and

community members by offering quality programs and services. With many programs and facilities that are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Copyright Notice: Course materials prepared by the instructor, together with the content of all lectures presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Library: This class requires students to find information sources for their project. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information, and are not to be cited in your paper. University Libraries offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students selecting and locating appropriate sources. Find a librarian at the Reference Desk at Ablah Library, by phone at 316-978-3584, and through the instant message widget found on the library homepage.

Performance Assessment: Both the state of Kansas and national accreditation organizations require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that program candidates meet criteria established for each of at least four Transition Points. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving satisfactory ratings on certain required assessments some of which are embedded within program coursework.

Transition requirements for this course include:

1. Dispositions—Self-evaluation, faculty evaluation.

(Note: Completion of faculty disposition assessment with no indicator below 2.)

2. Grade of “C” or better. Please note that the graduate school will not accept a grade of C- on a Plan of Study.

Information on program Transition Point requirements can be found in the program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester’s coursework). Meeting Transition Point criteria ultimately are necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

A Note about Writing Conventions and WSU’s Writing Center: Fairly or unfairly, your public use of language as a teacher opens you to scrutiny and possible criticism from students, other teachers, administrators, parents, and the general public. It is vital that you develop and employ a rigorous screening process for any writing that will (or *could*) go public. This self-editing skill begins with correct grammar and spelling and extends to appropriate content, tone, style, and format. To this end, I will evaluate all of your writing for this class in part by how well it conforms to the conventions of professional public writing.

With that in mind please note that the [WSU Writing Center](#) is free and open to all WSU students. You may schedule or drop in for a 30 minute session with a tutor (an undergraduate or graduate teaching assistant) Monday through Friday. While tutors do not proofread or edit (i.e., they won't "fix" your paper for you), they offer assistance with all aspects of writing, including brainstorming, organization, style, and revision, as well as specific writing concerns that you articulate. In addition, the center is equipped with five computers with Windows, Microsoft Word, and Internet access. You may also do online writing exercises to help improve basic grammar skills. No appointment is necessary, but you can schedule one by phone: 316-978-3173. The Writing Center is located in 601 Lindquist Hall and opens the second week of classes and closes on the last day of classes: Monday-Thursday (11 a.m. to 7 p.m.) and Friday (11 a.m. to 3 p.m.).

As a future teacher, you may find it valuable to experience what the Writing Center has to offer. Writing is a social process, and it is almost always beneficial to have another set of eyes review and offer constructive feedback for your writing. Take advantage of this opportunity, not just to improve your writing but to get a sense of how other "teachers" approach writing instruction. (Thanks to Dr. Katherine Mason for this section)

ERROR LIMITATION FOR WRITTEN PAPERS: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in APA 6th Edition format. Papers that do not meet basic APA 6th Edition format requirements will not be read and no points will be earned for the assignment. Papers that exceed error limitations in grammar, mechanics, and punctuation, or in direct quotations or in-text citations will be returned without being graded. Note: Reference page errors count separately from errors in the text of the paper. For example, a student could have less than ten errors in grammar, mechanics, punctuation, quotations and citations within the body of the paper, but have ten or more errors on the reference page. The paper will still be returned without being graded and no points will be earned for the assignment, unless it is the first paper for the class. See the following table for additional details.

Type of Error	Number of errors	Penalty
APA 6th Edition Format – basic format of paper: <ul style="list-style-type: none"> ➤ 12 point Times New Roman font, ➤ double-spaced, 1" margins ➤ running head and page numbers ➤ required level of headings and subheadings ➤ meets page limitations 	Zero tolerance	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.
Grammar, mechanics, punctuation: <ul style="list-style-type: none"> ➤ person first language ➤ written in the 3rd person ➤ spelling, ➤ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ➤ correct sentence structure 	10 or more	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.

<ul style="list-style-type: none"> ➤ appropriate paragraph structure <p>APA 6th Edition Format – direct quotations and in-text citations:</p> <ul style="list-style-type: none"> ➤ exact quotations correctly referenced ➤ in-text citations correctly referenced 		
<p>APA 6th Edition Format – references page:</p> <ul style="list-style-type: none"> ➤ 12 point font, double-spaced, 1” margins, hanging indents ➤ Correct format for articles, books, websites, etc. <p>**NOTE: Errors on the Reference page count separately from errors within the text of the paper:</p>	<p>10 or more</p>	<p>Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.</p>

Course Assignments:

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, please make every effort to turn in your assignments on time. **That being said, the instructor realizes that emergencies do happen. Therefore, all late assignments will be deducted 5 points for every day they are late. Continuously turning in late assignments will also be reflected in your dispositions grade.** All assignments will be given on the first day of class, and please plan your time accordingly.

[1] Participation (200 points)

This course will be taught from both on campus meetings and on-line via Blackboard. Active participation is required. Attendance for on-campus discussion and participation in the online activities and discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your e-mail regularly as this will be the primary communication for announcements from the professor. Participation points are earned by: (a) bringing the text to class, (b) respectful in-class behavior, (c) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas. As part of class participation, there will be a variety of ungraded in-class, and online writing assignments and projects that will count as participation.

[2] Discussion Board Points (4 @ 25 points each= 100 points)

Four discussion topics will be posted to Blackboard for required student response. For each topic posted, students must respond a minimum of three times: once to the original topic posting, and then at least once to two other student responses in a thread. The discussion board responses must be professional, well-developed statements, and can range from 2 well-developed paragraphs (minimum requirement) to a complete page (maximum requirement). In other words, do not just say that “I agree” or “I disagree” as a response. Be sure to add your rationale and support for your position. **YOU MUST QUOTE FROM THE TEXT BOOK INCLUDING PAGE NUMBERS.**

[3] Journal Article Summary (100 points)

In preparation for the development of a review of literature and to increase your knowledge as a professional educator, you will read two journal articles from peer-reviewed journals that address

effective instruction for students with mild/moderate disabilities. A **3-5 page** papers will be prepared to summarize the journal article's salient ideas and the anticipated application of those ideas to your current or future professional practice. **The following headings/subsections are to be included in your article summary:**

- Overall summary of article
- Synopsis of the article's salient (relevant ideas)
- Anticipation to your current or future professional practice
- Personal Reflection

The evaluation rubric for the journal articles is as follows:

Journal Article Summary Evaluation:

Summary of article and synopsis of salient ideas =	10 pts
Methodology of the research	10 pts
Application to current or future professional practice and personal reflection	20 pts
APA 6th edition reference, grammar and organization	10 pts
Total Points Possible	50 pts

[4] Exams (2 @150 each = 300 points total)

These exams will be a mixed format consisting of multiple choices, true/false, short answer, and essay. The test will cover all course readings, classroom lectures, and assignments.

[5] Book Character Analysis (300 points)

You will choose a children's book and identify a character within the story that exhibits the characteristics of a Mild/Moderate Disability discussed in class. Based on the story, you are to address disability characteristics (cite the current IDEA definition of the suspected disability), cognitive and perceptual abilities and academic functioning associated with the disability, social-emotional factors, familial factors, and self-determination characteristics. You will then develop an appropriate course of instruction for that character as if he/she were a student in your classroom. You will also give a short presentation about the character you have chosen on the last day of class.

Note: The book you choose must not be one that is written specifically about an individual with a disability. A worksheet and rubric will be provided to aid in the completion of the assignment.

The paper will be between 6-10 pages in length and you must use a minimum of 5 current references (no more than 10 years old) which may include books or peer-reviewed journals.

***Thanks to Jamie Van Dyke for this assignment.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation	200 points
Online Discussions (4 @ 25 points each)	100 Points
Journal Article Critique	100 points
Midterm & Final Exam (2 @ 150 each)	300 points
Book Character Analysis	300 points
TOTAL POSSIBLE POINTS =	1,000 points

Grade Point Range – (Please note that the WSU grading system does not recognize an A+)

A	960 – 1000
A-	919 - 959
B+	878 - 918
B	837 - 877
B-	796 – 836
C+	755 - 795
C	714 - 754
C-	673 - 713
D+	632 - 672
D	591 - 631
D-	550 - 590
F	0 – 549

GRADING SYSTEM: Wichita State grades include A (excellent), B (good), C (satisfactory), D (unsatisfactory), F (failure), Cr (credit), NCr (no credit), S (satisfactory), U (unsatisfactory), and I (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

CREDIT POINTS: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-=1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0

Schedule of readings and assignments

The instructor reserves the right to alter the syllabus, the reading materials, assignment due dates and specifics as needed. Any changes will be announced in class at least one week in advance and will automatically become part of the course syllabus

Date	Topic	Reading	Assignments Due
Class One 1/22/2013 On Campus	Introductions, Review syllabus, explain class structure and expectations, Instructions for online class meetings.	Syllabus – Please bring a copy to class with you	Complete APA module on Blackboard
Class Two 1/29/2013 On Campus	Planning and teaching for understanding	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> – Chapter 1	
Class Three 2/5/2013 Online	Approaches to Learning and Teaching	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> Chapter 2	Discussion #1 due by Monday evening 2/11/2013 at Midnight
Class Four 2/12/2013 On Campus	Response to Intervention	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> Chapter 3	
Class Five 2/19/2013 Online	Promoting Social Acceptance and Managing Behavior	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> Chapter 4	
Class Six 2/26/2013 On Campus	Co-Teaching and Collaborating: Working with Professionals and Families	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> Chapter 5	Discussion #2 due – Monday 3/4/2013 by Midnight.

Class Seven 3/5/2013 Online	Midterm Exam Chapters 1 - 5	Midterm Exam	Complete the exam by 3/11/2013 at midnight.
Class Eight 3/12/2013 On Campus	Assessing and Teaching Oral Language	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> -Chapter 6	
Class Nine 3/19/2013	SPRING BREAK!!!!	No readings	
Class Ten 3/26/2013 On Campus	Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> - Chapter 7	Journal article #1 due 3/25/13 by Midnight
Class Eleven 4/2//2013 Online	Assessing and Teaching Reading: Fluency and Comprehension	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> Chapter 8	Discussion #3 Due by Monday 4/8/2013 by midnight
Class Twelve 4/9/3013 On Campus	Assessing and Teaching Writing and Spelling	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> Chapter 9	
Class Thirteen 4/16/2013 Online	Assessing and Teaching Content Area Learning and Vocabulary Instruction	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> -Chapter 10	Discussion #4 due Monday 4/22/2013 by midnight.
Class Fourteen 4/23/2013 On Campus	Assessing and Teaching Mathematics	Vaughn & Bos- <i>Strategies for teaching students with learning and behavior problems</i> – Chapter 11	

Class Fifteen 4/30/2013 Online	No class – This is a work day to finalize your assignment.		Book Character Analysis due 5/1/2013 by Midnight – NO EXCEPTIONS!
Class Sixteen 5/7/2013 Online	Final Exam Will cover Chapters 6 – 11	Final Exam	Final Exam – Due by 5/10/2013 – at midnight.