

LOYOLA UNIVERSITY
School of Education
Introduction to the Exceptional Child FALL, 2008
CIEP 401, section 001

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This is an introductory graduate level course that addresses types of human variances that have come to be called “exceptionality” within the context of educational agencies. While many types of variance exist, the course will focus mainly on those that are mandated by Federal and State law to be considered “disabilities” under the current authorization of IDEA (1997). In 1980, the State of Illinois mandated that all preservice teachers and other school service personnel would have training in the characteristics, identification, and instruction of children with disabilities. This course is not a methods course and, as such, does not address specifics of how to teach children with disabilities. Rather this is an introductory course designed to help preservice teachers and others develop an understanding of characteristics of children and adolescents considered exceptional and ways in which these children/adolescents may be reliably identified. The interaction of culturally diversity and exceptionality will also be covered. Subsequent courses within the teacher education and other programs build on the knowledge base obtained through this course to expand students’ understanding of ways to meet the educational needs of exceptional learners. This course is to precede students’ enrollment in methods courses and student teaching.

Course Objectives

COURSE OBJECTIVES ARE IN ACCORDANCE WITH NASP/ISBE PROGRAM REQUIREMENTS

1. Students will gain an understanding of the characteristics and educational needs of students with a wide range of exceptional characteristics that are serviced within public school and alternative settings (Standard 3 – knowledge indicators: A; B; D; E).
2. Students will understand the basic processes and procedures regarding the assessment, identification and placement of youth referred for special education (Standard 1 – knowledge indicators: F; J; K; L; N).
3. Students will gain a working knowledge of information available to practitioners concerning students with special needs, including but not limited to the internet, library search engines, state and national associations, and parent support and advocacy groups. Students will consider issues of diversity and multiculturalism in the assessment and education of youth with exceptional needs and their families (Standard 1 – knowledge indicators: E; H; I); (Standard 3 – knowledge indicators: F; G; H; I); (Standard 4 – knowledge indicators: I; J); Standard 5 – knowledge indicators: B; C; D; F; H); (Standard 7 – knowledge indicators: D); (Standard 8 – knowledge indicators: A; B; C; D); (Standard 11 – knowledge indicator: B) .
4. Students will learn about regulatory requirements concerning educational practices with diverse youth, and the history of biases and inequities in educational evaluation, placement, and related programming (Standard 2- knowledge indicator: D); (Standard 3 – knowledge indicator: I); (Standard 5 – knowledge indicators: A; E); (Standard 6 – knowledge indicator: F); (Standard 7 – knowledge indicator: D); (Standard 10 – knowledge indicator: A).

5. Students will understand pertinent legislation and due process rights afforded youth suspected of evidencing special education and specific educational needs (Standard 5 – knowledge indicator: I); (Standard 6 – knowledge indicator: E).
6. Students will examine individualized learning characteristics associated with a range of disabilities and exceptional characteristics, as well as specific accommodations used to meet the needs of students within the least restrictive environment (Standard 2 – knowledge indicators: B; C); (Standard 3 – knowledge indicator: N); (Standard 4 – knowledge indicators: A; B); (Standard 5 – knowledge indicators: G; L; M); (Standard 7 – knowledge indicators: A; B; C; E; I).
7. Students will examine recent research related to exceptional learners, and will discuss the impact of the research on current educational programming and mandates within school settings (Standard 4 – knowledge indicator; H); (Standard 10 – knowledge indicators: F; H); (Standard 11 – knowledge indicator: D).

School of Education Conceptual Framework

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF2: Candidates demonstrate knowledge and skills in a variety of school and professional settings.

CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

CF5: Candidates demonstrate technological knowledge and skills which enhance education.

CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service.

CF7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

CF8: Candidates apply ethical principles in professional decision-making.

Professionals in Service of Social Justice

Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The School of Education prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's School of Education seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking.

Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others. The faculty of the School

of Education seeks to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to and benefit from the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners' personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners' intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see:

http://www.luc.edu/education/academics_policies.shtml#honesty

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>.

IF YOU HAVE A DOCUMENTED DISABILITY AND WISH TO DISCUSS ACADEMIC ACCOMMODATIONS, PLEASE CONTACT ME WITHIN THE FIRST TWO WEEKS OF THE TERM.

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at:

<http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

Technology

There is a formal technology assignment in this course that is required for all students. See Assignment section for specifics.

Required Text:

Hallahan, D. P., Kauffman, J.M. (2006) *Exceptional Learners: Introduction to Special Education*. Tenth Edition; Pearson Education, INC

A free study guide is available at www.ablongman.com/hallan10e Some materials may be useful as an aid to your study. It contains practice tests and activities, references and Internet links. It is organized by book chapter.

REQUIRED ACTIVITIES:

Tests

Two (2) multiple choice tests will be given during the semester. The focus of the questions (that will be selected from the test bank accompanying the text) will stress fundamental concepts, vocabulary, and application. Questions will consist of multiple choice, True/False, and short answer. Every effort will be made to avoid “tricky” questions. The tests are designed to encourage you to build your knowledge base and to stay current with the course syllabus. Each quiz will be cumulative for the chapters indicated.

In-Class Discussion/Presentation Activities

These activities will usually be cooperative in nature. You cannot benefit from a cooperative learning activity if you are not in class. Individual make-ups will be at the professor’s discretion for good cause only and will involve alternative assignments. In-class activities are designed to achieve various learning goals but implicit in all in-class activities is the development of empathy for the skills needed by children to engage successfully in cooperative learning. Some presentation will be within your group and others will be reported/discussed with the whole class.

Electronic Resources Report

Objective: To become familiar with electronic resources on the Internet which could be utilized to locate information to solve a classroom problem, consult with teachers, provide information to parents, or develop IEPs.

Task: Identify a minimum of ten web sites for at least three different topics of interest in the course (e.g. 3 web sites relating to autism, 3 web sites relating to parent support, 3 web sites relating to cooperative learning with disabled students, 3 web sites relating to behavior management). Each “topic” **must** include at least 3 sites, (no single sites). You may use search engines to find web sites.

Search Engines are very helpful for this project. Different search engines produce different responses.

www.google.com tends to be very user friendly and comprehensive.

Some search engines are mega search engines that search "search engines". Some well-known ones are:

www.dogpile.com (you get to tell the search engine to FETCH)

www.metacrawler.com

Required Outcome: Categorize sites by topic. For each site complete the worksheet provided on Blackboard and also print out page 1 of each website to submit with the worksheet:

- 1) Topic
- 2) Title of the site
- 3) URL address of the site
- 4) Brief (under 50 words) summary/reflection of what is on the site
- 5) Your opinion of the usefulness of the site
- 6) Quality rating (1 is bad, 10 is excellent)

You will also be required to list all ten of your website URL addresses with their topics on a single sheet that will be distributed to classmates. A form for this is located at the end of the worksheet made available on Blackboard.

Learning Project: Book, Movie or Article Review, or Parent Perspective, or Community Service (choose one):

1) Book Review Objective: To explore ideas from the course in greater depth by reading a book.

Task: Students will choose one book about an individual who is an exceptional learner from the preapproved list at the end of syllabus. Students may select another book but it must be approved by the instructor.

Required Outcome: Students will write a reflection paper no longer than five pages. This paper must include:

- 1) A brief summary of the book
- 2) A reflection of how the book expanded your knowledge base on the exceptionality
- 3) How this knowledge might be useful in your professional practice
- 4) A reflection of your feelings as to how an individual has to deal with their exceptionality on a daily basis

OR

2) Movie Review Objective: To evaluate the realism of the portrayal of disabled individuals in commercially produced films.

Task: View at least two commercially available films. Do not use “educational” films. You may rent films in pairs or small groups to reduce the cost of this assignment, but the outcome is to be completed individually. A list of films is provided at the end of the syllabus.

Required Outcome: Students will write a reflection paper no longer than five pages. This paper must include the following:

- 1) Titles, years of release, and sources of the films.
- 2) Provide background information on your understanding of the disability portrayed.
- 3) Write a brief overview of each of the films. Indicate whether the affected individual is a major or minor character.
- 4) Evaluate the realism of the portrayal of the disabled individual based on your research about the disability and evaluate the impact the film might have on the general public’s impression of the disability portrayed.
- 5) Compare the films to one another to the degree this is possible.

OR

3) Research Articles Objective: To read and understand research articles relevant to the ideas from the course.

Task: Pick one topic related to special education that you would like to learn more about (e.g., Facilitated Communication, Behavior Management, Nonverbal Learning Disabilities, etc.) and read two related **research journal** articles.

Required Outcome: Write a three page critique. **A copy of the article must be provided to the professor in order for the critique to be evaluated.** A format to assist you in analyzing research articles is provided at the end of the Syllabus.

Note: Any article which is not a **RESEARCH ARTICLE** will not be accepted or graded.

OR

4) Parent Perspective Objective: To gain insight into the families of children with disabilities especially those who have special needs. To discover how parents feel about school programming, support groups, behavior management strategies, etc.

Task: Interview a parent with a child who has been diagnosed with an IDEA-eligible disability, preferably one

who is receiving special education services and residing with the parent. Ask questions regarding their thought and feelings about such things as: school programming, support groups, behavior management strategies, learning outcomes, inclusion, etc.

Required Outcome: Write a report of the interview providing both the parent's viewpoint and your commentary on what the parent has told you. Three to five pages. **DO NOT TAPE RECORD THE INTERVIEW!**

OR

5) Community Resources/Service Objective: To explore and assist with local services for individuals with disabilities as well as providing services to an agency.

Task: Using the internet and community resources, local services for individual with disabilities, including those faced with a crisis develop a reference list of these services. Investigate one agency by completing 2-4 hours of service with people with disabilities. Document your experiences.

Required Outcome: List the community support systems you found (name, address, phone number, summary of services provided). Write a 3-5 page paper on your experiences of service with the agency of your choice.

Support Resource Folder

Objective: To create a resource file that could be provided to family members regarding a specific exceptionality. It is to describe available resources and accommodations for individuals with exceptional characteristics. It should be designed to provide useful information for you to use in your practice as an educator. The information should include valuable resources for children, young adults and their families.

Task: The support resource folder should be developed to provide support to an individual with a specific exceptional characteristic. The resource should be intended for use with the child/adolescent and his/her family. The content of the portfolio will include 1) at least three general articles that are informative to the family, (at least one of the articles should contain information about educational supports that are available), 2) three web site addresses deemed to be appropriate with brief summary of it, 3) two local resources, and 4) two national resources. The resources should include a description of services and benefits for the family. In addition, the support resource folder should incorporate 1) a description of the exceptional learning characteristic in your own words, 2) specific curricular modifications that can be employed, and 3) additional intervention services that are deemed appropriate. The portfolio should be a user-friendly resource for parents who face the challenge of working with multiple agencies. In addition, the portfolio should provide information to parents that assist them in being advocates for their child.

Required Outcome: Students will sign-up for a topic of interest during the second class session. Worksheet with each section listed below is available on Blackboard. Folder will be submitted with the following sections:

- 1) Description of exceptionality in own words encompassing all key aspects of the disability
- 2) At least three articles with full citation; articles should be geared toward providing individuals and/or families with needed information regarding that exceptionality. Articles should include educational supports that might be available. Hard copy of the articles with citation must be provided.
- 3) Three websites with brief summary of what is on the site of use for family members. URL addresses must be provided.
- 4) Two local resources with contact information as well as services offered and benefits to family
- 5) Two national resources with contact information as well as services offered and benefits to family
- 6) Suggested curricular modifications – at least one to two specific curriculum modifications and interventions that can be used with individuals and their families. These should be listed separately and not part of any articles provided.

Group Presentation of Support Resource Folders

Students will provide a group in-class presentation based on an integration of their folders. This presentation should include multi-media. Student should provide other classmates with one handout of information that they feel is important for others to know and keep as a resource. Student groups should consist of no more than three to four students based on class enrollment. Students will schedule their presentations during the final two weeks of class.

CLINICAL HOURS

This class includes a 10-hour clinical requirement that will be met as follows:

Objective: To visit a variety of classroom/sites. *A minimum of two visits will be completed by each student.*

(While students may go in pairs to a site do not go in larger groups because this creates a disruptive “fish bowl” atmosphere in the locations you are visiting)

Task: To observe various exceptionalities in various settings. You will keep a **reflective log** of your experiences and impressions. List the date, times, and locations in your log. Some topics/ suggestions are included below, but feel free to modify them or add other as needed at the sites you visit.

Outcome: You will prepare a 5-6 page reflection paper comparing and contrasting you experiences. Please include your log with your written paper.

1. Describe the physical attributes of the classroom; i.e. room arrangement (student desks, learning centers, teacher desk, lighting, room décor-bulletin boards, class rules).
 - You will also want to include the type of location of the class, type of classroom or site, and number of students. Describe the various exceptionalities and the level of severity.
 - Is it an inclusive setting, self-contained, blended, or separate day school?
2. Assistive Technology
 - Describe the types of assistive technology in use.
 - Consider the needs of the students in the site; is the assistive tech portable or permanent?
 - Is technology utilized to facilitate full inclusion?
3. Behaviors Issues
 - Does the site use Functional Behavior Analysis and Positive Behavioral Supports for students whose behavior impacts their learning?
 - Are the students included with non-disabled peers? Do the students have any social contact with non-disabled peers?
 - Are there students with aggressive behaviors and how is their behavior managed?

CALENDAR & TOPICS

DATE	TOPIC	READINGS	DUE*
8/28	Intro & Syllabus Review		Personal Data Sheet
9/4	Special Education, Current Trends, Families	Chapters 1, 2, & 4	
9/11	Mental Retardation	Chapter 5	
9/18	Learning Disabilities ADHD	Chapter 6 Chapter 7	Electronic Resource Report
9/25	Autism	Chapter 12	
10/2	Emotional/Behavior Disorders	Chapter 8	
10/9	No Class		
10/16	TEST #1	Chapters: 1,2,4,5,6,7,8,12	Learning Project
10/23	Vision Impairment Hearing Impairment Low Incidence/Multiple and Severe Disabilities	Chapter 10 Chapter 11 Chapter 13	
10/30	Physical Disabilities & Other Health Impaired Gifted & Talented	Chapter 14 Chapter 15	
11/6	Communication Disorders Multicultural & Bilingual	Chapter 9 Chapter 3	Clinical Hours: Log & Paper
11/13	TEST #2	Chapters 3,9,10,11,13,14,15	Support Folder Due
11/20	Group Portfolio Presentations		
12/4	Group Portfolio Presentations		

*Assignments may be turned in earlier than given date if desired.

Grade Distribution:	Points
Tests (2)	40
In-Class Activities	5
Electronics Resource Report	10
Learning Project	15
Support Resource Folder/Presentation	15
Clinical Hours	15

Late Assignments

It is imperative that professionally trained educators complete work in a timely manner. To facilitate this work behavior, point deductions will be made for late assignments. The following deductions will be made for late assignments. :

1 day late: 95% of the points (5% of the points deducted)
2 to 3 days late: 90% of the points (10% of the points deducted)
4 to 6 days late: 80% of the points (20% of the points deducted)
7 days late: 70% of the points (30% of the points deducted)
No Credit if work is more than 7 days

Final Grade:

A = 97-100	C+ = 80-84
A- = 94-97	C = 77-80
B+ = 90-94	C- = 74-77
B = 87-90	D = 70-74
B- = 84-87	F = <65

Exceptional Child Book List

Learning Disabilities

Wienstein, L & Siever, D (2003). Reading David: A Mother and Son's Journey Through the Labyrinth of Dyslexia. Perigree.

ADHD

Jergen, R. (2004). The Little Monster: Growing up ADHD. Rowan and Littlefield.

Exceptionalities

Hayden, T (1981). Somebody Else's Kids. New York: Avon.

Early Childhood

Axline, V, (1964). Dibs: In Search of Self. New York: Ballantine.

Depression

Manning, M. (1995). Undercurrents: A Life Beneath the Surface. New York: Harper.

Carlson, T. (1988). Ben's Story: The Symptoms of Depression, ADHD and Anxiety That Caused His Suicide. Benline Press.

Bipolar Disorder

Jamison, K.R. (1996). An Unquiet Mind: A Memoir of Moods and Madness. New York: First Vintage Books.

Obsessive-Compulsive Disorder

Rapoport, J. (1997). The Boy Who Couldn't Stop Washing: The Experience and Treatment of Obsessive-Compulsive Disorder. New American Library.

Eating Disorders

Hornbacher, M. (1997). Wasted: A Memoir of Anorexia and Bulimia. USA: First Harper Perennial.

Lerner, B. (2003). Food and Loathing: A Life Measured Out in Calories. New York: Simon and Schuster.

Abuse

Pelzer, D. (1995). A Child Called "It": One Child's Courage to Survive. Florida: Health Communications, Inc.

Schizophrenia

Nasar, S. (2001). A Beautiful Mind. New York: Touchstone.

Austism/Asperger's

Choldenko, G, Al Capone Does My Shirts. :G.P. Putnam's Sons

Haddon, M (2003). The Curious Incident of the Dog in the Night. USA: Doubleday.

Maurice, C. Let Me Hear Your Voice: A Family's triumph over Autism

McCarthy, J. (2007), Louder Than Words

McCabe, P., McCabe, E., and McCabe, J. (2003). Living and Loving with Asperger's Syndrome: Family Viewpoints. United Kingdom: Jessica Kingsley Publishing, Ltd.

Other Health Impairments

Marion, R. (1990). *The Boy Who Felt No Pain*. Pearson: Addison Wesley.

Johnson, A. (1994). *A Rock and a Hard Place: A Boy's Triumphant Story*. Signet.

Cerebral Palsy

Brown, C. (1955). *My Left Foot*. New York: Simon and Schuster.

Traumatic Brain Injury

Sachs, O. (1987). *The Man Who Mistook His Wife for a Hat*. New York: Garrett Publications.

Tourette's Syndrome

Handler, L. (1998). *Twitch and Shout: A Tourette's Tale*. E.P. Dutton.

Fetal Alcohol Syndrome

Dorris, M. (1989). *The Broken Cord*. USA: First Harper Perennial.

Deafness

Kisor, H. (1990). *What's That Pig Outdoors: A Memoir of Deafness*. New York: Hill and Wang.

Giftedness

Corwin, M. (2000). *And Still We Rise: The Trial and Triumphs of Twelve Inner-City High School Students*. William Morrow and Co.

Gender Identity

Colapinto, J. (2001). *As Nature Made Him: The Boy Who Was Raised as a Girl*. New York: Harper Collins Publishers.

Scholinski, D. (1998). *The Last Time I Wore a Dress*. New York: Riverhead Books.

Exceptional Child Film List

FILM TITLES	DISABILITY
Boys on the Side	Aids
Philadelphia	Aids
Backstreet Dreams	Autism
Bleak Moments	Autism
House of Cards	Autism
Mercury Rising	Autism
Rain Man	Autism
A Patch of Blue	Blindness
At First Sight	Blindness
Ice Castles	Blindness
Jennifer 8	Blindness
Scent of a Woman	Blindness
Wait Until Dark	Blindness
What Love Sees	Blindness
Death Be Not Proud	Brain Tumor
The Doctor	Cancer
My Left Foot	Cerebral Palsy
Johnny Belinda	Deafness
Mr. Holland's Opus	Deafness
Amadeus	Giftedness
Catch Me If You Can	Giftedness
Good Will Hunting	Giftedness
IQ	Giftedness
Little Man Tate	Giftedness
Searching for Bobby Fisher	Giftedness
Children of a Lesser God	Hearing Impairment
One Flew Over the Cuckoo's Nest	Mental Illness
Shine	Mental Illness
The Piano	Mental Illness
A Beautiful Mind	Mental Illness – Schizophrenia
Best Boy	Mental Retardation
Bill	Mental Retardation
Charly	Mental Retardation
Digging to China	Mental Retardation
Of Mice and Men	Mental Retardation
Regarding Henry	Mental Retardation
Slingblade	Mental Retardation
The Rain People	Mental Retardation
Tim	Mental Retardation
When You Remember Me	Muscular Dystrophy
My Private Idaho	Narcolepsy
Other Side of the Mountain	Paraplegia
Forrest Gump	Paraplegia, Cognitive Disability

Born on the Fourth of July	Paraplegic
The Homecoming	Paraplegic
The Hunchback of Notre Dame	Physical Deformity
Emmanuel's Gift	Physical Disability
The Best Years of Our Lives	Physical Disability
Water Dance	Physical Disability
The Man Without a Face	Physical Disfigurement
Interrupted Melody	Polio
The Switch	Quadriplegia
Lorenzo's Oil	Rare Brain Dystrophy
Awakenings	Rare Neurological Disorder
What's Eating Gilbert Grape?	Retardation
Simon Birch	Severe/Multiple
Miracle Worker	Severe/Multiple – Deaf/Blind
Elephant Man	Severe/Multiple – Neurofibromatosis
Mask	Severe/Multiple – Physical Deformity
Dominick and Eugene	Traumatic Brain Injury
Regarding Henry	Traumatic Brain Injury
The Rain People	Traumatic Brain Injury
When Billy Broke His Head	Traumatic Brain Injury
Passion Fish	Unknown Disability
Butterflies are Free	Visual Impairment
If You Could See what I Hear	Visual Impairment
Patch of Blue	Visual Impairment
Places of the Heart	Visual Impairment
Scent of a Woman	Visual Impairment
Sneakers	Visual Impairment
The Light that Failed	Visual Impairment
To Race the Wind	Visual Impairment
Wait Until Dark	Visual Impairment

STUDENT DATA SHEET

Name: _____ STUDENT ID # _____

Telephone number: _____

E-mail: _____

Program: _____

Major: _____

Minor: _____

Previous experiences with individuals with disabilities or gifted-talented:

BRIEF PROFESSIONAL GOAL STATEMENT:

Are there any circumstances that might affect your performance in class of which I should be aware?

YES NO

If yes, please explain _____

