EDUA 5312 Advanced Survey of Exceptional Children   Summer 2025

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virtual office hours via Blackboard
Tuesday 4pm-8pm; Thursday 4pm-8pm
Saturday 9am-1pm or by appointment

Course Description
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A survey of exceptional children involving categorical identification, terminology, advocacy litigation, legislation at the national and state levels, and state guidelines involving special populations

Course Prerequisite
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There are no prerequisites for this course.

Skills Prerequisite
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You will need regular access to a computer with an internet connection and speakers or headphones. It is the student's responsibility to ensure they have adequate access to the Internet and can access and understand the learning management system. Students are also required to have access to a word processor that can save files in formats readable by Microsoft Word (i.e., .doc, docx).

You may download a free copy of Office 365 from the menu on the left of the learning management system.

All students will need to know all the basic requirements established in the pre-course assignment, as well as develop some new skills:
- o Proficiency in the SRSU Learning Management System
- o Using email with attachments
- o Canva app

Textbooks & Materials
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Required Texts:
This class does not have an assigned textbook. It uses open educational resources (OER). The course assigned readings include articles from government-funded web resources, (e.g., What Works Clearinghouse, Center for Parent Information and Resources, and the IRIS Center Information Briefs).

https://sulross.textbookx.com/institutional/index.php?action=browse#books/3801089/

Course Objectives
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At the end of this course, students will be able to:
CO 1 Identify societal systems that contribute to ableism

CO 2 Identify practices for equity and cultural responsiveness in the classroom for all learners

CO 3 Describe current practices in eligibility determination and service delivery for special education

Educational Diagnostician Program Student Learning Outcomes (SACSCOC)
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EDUA 5312 will contribute to the following Student Learning Outcomes (SLOs):
- Demonstrate the ability to collect, analyze, interpret, and integrate multiple sources of information regarding the cognitive and scholastic development of pupils in order to assist parents and school personnel to make informed educational decisions regarding instructional needs
- Demonstrate the ability to use knowledge of research, statistics, and evaluation methods to inform all areas of practice, from choosing appropriate methods for collecting information to making recommendations for interventions based on empirical evidence
- Demonstrate appropriate knowledge of legal, ethical, and professional policies, and practices

Professional Standards
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This course is part of the Sul Ross State University, College of Education and Professional Studies, Master of Education Degree as well as Educational Diagnostician Certification. This program complies with the standards published by the professional standards set by Texas Education Agency (TEA, 2020). These include:

Educational Diagnostician Competencies
Competency 001 (Identification for Special Education Evaluation and Services): Apply knowledge of requirements for identifying students who meet disability criteria and for determining the need for specially designed instruction and related services.

Competency 004 (Academic Instruction and Strategies): Apply knowledge of educational implications of disabilities, appropriate curricula, and instructional strategies, including accommodations, modifications, and interventions, for students with disabilities.

Competency 005 (Functional Skill Instruction and Strategies): Understand the use of appropriate assessment, evaluation, planning, and instructional strategies for developing students' social, behavioral, communication, and adaptive skills.

Competency 006 (Consultation and Collaboration): Understand strategies and approaches for effective consultation and development of collaborative relationships with students, parents/guardians, school personnel, and other professionals and apply skills for scheduling and management of timelines and reporting requirements.

Marketable Skills. All courses aligned with specific degree programs should use the Marketable Skills of that program that are reported to THECB. The Academic Assessment Program Coordinators can provide Marketable Skills for each degree plan. They also are located at srinfo.sulross.edu/hb2504

Program Marketable Skills that this course addresses:

MS 1 Research Skills and Awareness
- Exhibit knowledge of advances and developments in their field
- Demonstrate knowledge of research in related fields and disciplines
- Analyze and synthesize new and complex information from diverse sources
- Formulate and apply solutions to research problems and effectively interpret research results
- Exercise critical judgement
- Demonstrate problem-solving skills
- Utilize organization and time-management skills for prioritizing workload
- Demonstrate self-management for planning improving personal practice.

MS 2 Communication Skills
- Demonstrate effective technical writing skills
- Effectively use and decide on appropriate forms and levels of communication
- Communicate and explain analysis to diverse audiences, including both specialists and non-specialists

MS 3 Ethics and Social Justice
- Apply research and principles of ethical conduct during assessment
- Define consequences of social injustice poverty, racism, inequity, violence, isolation, and economic segregation as it relates to disability
- Advocate for free and appropriate public education in the least restrictive environment
- Utilize ethical judgement for the advocacy of others

General Course Policies

LMS: This course will be delivered online via Blackboard (Bb)Learning Management System (LMS). The course site opens on the first day of classes. It is asynchronous. Meetings will be announced in announcements and are optional. They will be recorded.

Schedule: Our instructional week will start on Monday, and finish on Sunday at midnight. You may work ahead.

Login Frequency: Students must actively check the course Blackboard site and their SRSU email for communications from the instructor, class discussions, and access to course materials at least 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the length of the course which includes viewing all course materials, completing course activities, completing assignments, and participating in course discussions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from university technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues. Please contact the Lobo Technical Assistance Center for additional information and help for general technical issues Contact: https://www.sulross.edu/ltac-student-resources/. For Blackboard issues, the Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience. To reach the support desk: call 888.837.6055 or reach them via email at blackboardsupport@sulross.edu.

Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Teams, Zoom or Bb Collaborate meeting spaces are used for these meetings. An old-fashioned phone call is fine as well. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. Please include the course number and your "A" number in the email (e.g., EDUA 6314)

Student Collaboration: Students are encouraged to collaborate throughout the course. Students can use the Blackboard Collaborate meeting room in their course. Students can always email the instructor to request the instructor attend a student collaboration session. GroupMe App is frequently used by cohorts to discuss information.

Advisor Support: Students may schedule a meeting for advisement to discuss their degree plan, courses or other concerns. Please include your "A number" as part of your request. Your advisor is Karin Leiva-Otzoy, please contact her via email regarding your questions or to set up an appointment Contact Karin.Leiva-Otzoy@sulross.edu

Writing Expectations: A large component of an Educational Diagnostician's workload is professional writing and synthesis of information. Therefore, a large part of the preparation and participation with this course will involve writing. Students will use APA format 7th edition when

writing. Writing should be free from jargon, grammar errors and written mechanics errors. References should be properly cited. Services are available for the Sul Ross State University Writing Center on your Blackboard Organization page, please call the Online Support Desk at (888)837-6055 or blackboardsupport@sulross.edu if you have difficulty accessing the page and need help with creating error free papers.

Netiquette: The course environment is a collaborative space. Innocent remarks typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations: Online learners who require accommodation to ensure accessibility must be registered with SRSU Disability Services.

Grading Policy: All assignments should be submitted via Blackboard by midnight on Sunday. Turnaround time for grades and feedback is one week from the due date of the assignment. If a revision is offered for an assignment, the student has one week to revise for a new grade. If after two weeks, you have not received feedback regarding an assignment, please email me.

Late Assignment Policy: Due to this class being a 5-week course, no extensions are granted. Assignments are due by midnight of the date due.

Disclaimer/Changes to Syllabus: This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Withdrawal and Incomplete Policy: To withdraw from this class, the student must initiate an official withdrawal; non-attendance does NOT constitute official withdrawal. Failure to withdraw will result in a grade of "F" being assigned for the course. Please confer with the professor before withdrawing from the course. An incomplete is only offered under circumstances that the student is unable to complete the final assignment only due to circumstances beyond their control.

Graduate student load: A full-time graduate load is 6 units (2 classes). Please follow the course rotation found online for your degree plan and start date. Failure to follow the degree plan will cause a longer completion time. Part-time completion is accepted but students should note degree completion will be longer than projected time.

Copyright: Many of the materials and readings for this class have copyright protection. They are for your sole educational use and should not be shared, copied or distributed without permission of the instructor or the copyright holder. Please refer to the Student Handbook for details on your responsibilities regarding copyright and penalties for copyright infringement. If you have questions about sharing specific materials outside the course, please ask your instructor.

Confidentiality (FERPA): Confidentiality is of utmost importance for the students enrolled in the Educational Diagnostician program at Sul Ross State University. We take the issue of

confidentiality of student and families very seriously; therefore, violations of confidentiality could result in dismissal of the program without refund of tuition and fees. Responsibility in maintaining confidentiality extend to discussions posted in Blackboard, There will be no mention of specific names of students, school districts, or families. All information discussed will be strictly among students in the course and the instructor and will be on a strict need-to- know basis. Reports generated in the testing courses will not be disseminated to any person other than the course instructor. See appendix of your program handbook regarding FERPA.

University Policies
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Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are in the student handbook.

ADA Accommodations: SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartze@sulross.edu Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine. Texas, 79832.

Early Alert: As encouraged by Sul Ross State University, this course will be using the Early Alert notification system. Early Alert is a system for identifying students who are having difficulties in each course. The goal of the Early Alert system is not to penalize students but rather to address problems—incomplete work, attendance, test scores, etc.—they may be experiencing. By addressing these issues early in the semester, the hope is that students will be able to take the necessary steps to improve their standing. Student involvement is essential; you must keep up—doing so will provide benefits in terms of your grades and will be excellent preparation for life after college.

Library: The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123)

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual,

prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. For examples on citing works, please refer to https://owl.english.purdue.edu/owl/resource/589/02/

Classroom Climate of Respect: Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement: I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Family. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Minimum Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements: High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see**:** https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support/Browser_Ch ecker

To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started

E**mail, Passwords and Logins** Students must maintain consistent and reliable access to their Sul Ross University email and Blackboard, as these are the official methods of communication for this course. It is very important that you access your SRSU email account once classes begin and check it regularly throughout your time at SRSU. This will be the email address you use to contact campus faculty and staff, and it is the email address the university will use to send you reminders of important notification regarding course and enrollment information, events, and other news. Student technology support not related to Blackboard can be found at the provided hyperlink below:
Contact: https://www.sulross.edu/office-of-information-technology-2/

Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. The following software plug-ins for PCs and Macs, respectively, are available for free download:
- Adobe Acrobat Reader: https://get.adobe.com/reader/

- Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- Apple Quick Time Player: www.apple.com/quicktime/download/

Browser When accessing My SRSU it is best viewed in the following browsers:
- Chrome
- Mozilla
- Firefox
- Safari

Sometimes things will not work like they are supposed to. Before contacting the helpdesk, check to see if your software is up to date.

Additional Technical Assistance Please contact the Lobo Technical Assistance Center for additional information and help
Contact: https://www.sulross.edu/ltac-student-resources/

Blackboard Support: The SRSU Blackboard Online Support Desk is where you can direct all your Blackboard technical questions such as problems submitting a document to an assignment, trouble getting videos to play, or dealing with a technical error in your Blackboard course. The Blackboard technical support desk is open 24 hours a day/7 days a week for your convenience.
To reach the support desk:
By calling 888.837.6055
Via email blackboardsupport@sulross.edu

Other Tech Support
Microsoft Tech Support Center
https://support.microsoft.com/en-us/contactus/

Specific Course Requirements

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Video Lectures: There will be recorded lectures in your modules. Previous synchronous recorded lectures may be included in your course as well as recorded lectures from the instructor.

Learning Activities will occur in multiple modules.

Assigned Reading from required journal articles and web link resources are in Blackboard.

Assessments

Research to Practice Brief Project (Infographic)

Theme: Accommodations that promote Equity in Learning and Neurodiversity in the Modern Classroom

Pick one of the 14 disabilities of focus

Highlight 3-5 accommodations that promote equity of learning in the class for that disability

Each accommodation must have supporting study/ies associated with it and be cited

You may complete the assignment alone or in pairs. You must submit independently in Blackboard however.

2-3 pages

Your research brief will include the following:

Description of the disability group (age, grade and subject if appropriate) and problem statement associated with learning equity or neuro diversity that they experience

Your hypothesis statement/ paragraph that supports how your proposed accommodations ameliorate those issues and how it relates to the theme

Accommodations (3 to 5) must include

       Description of accommodation

       How it promotes equity and neurodiversity in the classroom

       Summary of the research that supports the accommodation practice

       How to put it into practice it in the classroom

Table or figure (1 minimum) in APA 7

Overall summary

Sul Ross State University Logo at bottom

Reference Section (minimum amount of citations in APA 7th format)

- Accommodation Reference 1
- Accommodation Reference 2
- Accommodation Reference 3
- (Accommodation Reference 4)
- (Accommodation Reference 5)
- Disability Defined Reference
- Reference of Research that ties into your hypothesis statement
- Reference for the disability definition (e.g.,Region 18 framework)

Quiz

Support Activities Embedded in your course are support activities, tools or website links. These are offered to support your learning.

Grading
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A=100-91%   **B=90-81%**   **C=80-71%**   **D=70-61%**

 Graduate students must maintain a 3.0 GPA to remain in good standing. Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations

Course Schedule

	Module One and Two	**Due 6/1 * Shortened Week**
1	MO1.1 Identify ways in which Systems interact that contribute to social justice and injustice (CO1, CO2, CO3) MO1.2 Identify system injustices that can occur in Special education (CO1, CO2, CO3) MO 1.3 Identify culturally responsive practices, methods and identification practices that contribute to social justice (CO1, CO2, CO3)	**Reading** Harris, 2004 Gravois, 2006 Ojsadmin 2015 Disproportionate Representation Disabilities in Texas 10 Basic Steps Disability Etiquette **Activity** Learning Activity WebQuest Discussion Board Quiz
2	MO 2.1 Create a functional IEP goal (CO3) MO 2.2 Compare and contrast identification and service delivery for intellectual disability versus specific learning disability. (CO2, CO3) MO 2.3 Identify the educators role in social justice for students with disabilities (CO1,)	**Reading** Hazmi 2018 Hartman 2015 Azawei 2012 Davis 2016 ID identified Placement Decisions LRE IEP Goal Development Rao, 2021 **Activity** Discussion Board Learning Activity Functional Skills
	Module 3 and 4	**Due 6/8**
3	MO 3.1 Create an academic IEP goal (CO2, CO3) MO 3.2 Describe how cognitive processing deficits effect academic performance in specific learning disability (CO3)	**Reading** Calahan 2004 Moon 20012 Andrau 2019 Hall 2015 Developing High Quality IEP modules **Activity** Learning Activity IEP goal Learning Activity Check for understanding Discussion Board Quiz
4	MO 4.1 Describe assessment practices for AU, ED OHI and TBI (CO3)	**Reading** Emotional Disability Defined Special Needs in the Justice System

	MO 4.2 Identify placement and related service options for AU, ED, OHI and TBI (CO2) MO 4.3 Compare and contrast in programming for AU, ED OHI TBI (CO3)	Autism Defined Other Health Impairment ADHD Asthma and OHI Autism Module Vasquez 2021 **Activity** Learning Activity SPED acronyms Discussion Board
	Module 5	**Due 6/15**
5	MO 5.1 Describe eligibility and service delivery options for sensory and speech and language impairments (CO2, CO3) MO 5.2 Describe the need for advocacy for access for people with disability (CO1, CO2) MO 5.3 Describe the role of an intervener in DB Identify services for sensory and speech/language impairments (CO3)	**Reading** Deaf and Hard of Hearing DHH assessment Guidelines Vision Impairment TBSVI Guidelines Speech and Language Impairment **Activity** Learning Activity Expressive language Learning Activity Receptive language Discussion Board
	Module 6	**Due 6/22**
6	MO 6.1 Identify criteria for eligibility for special education services under Multiple Impairment and orthopedic impairment (CO3) MO 6.2 Identify the components needed to design a standards-based curriculum unit and accompanying lessons (CO3) MO 6.3 Define ableism (CO1, CO2)	**Reading** Multiple Disabilities Orthopedic Impairment Spina Bifida and Multiple Disability Evaluation Expecting More from people with Multiple Impairments Connecting Curriculum Based Standards Module **Activity** Quiz
	Module 7 and 8	**Due 6/29**
7	MO 7.1 Identify criteria for Developmental Delay (DD)(NCED) and Child Find (CO3) MO 7.2 Discuss how reducing ableism increases inclusion, diversity and equity for all (CO1, CO2) MO 7.3 Describe AT tools, placements and services used for early childhood disabilities (CO2, CO3)	**Reading** Non-categorical Early Childhood disability Assistive Technology for little guys Creating an IEP transition plan Child Find Early Childhood Education and Placement **Activity** Learning Activity AT Learning Activity check for understanding Discussion Board
8	**FINAL** (CO1, CO2, CO3)	**FINAL**

Reference:
(1) 19 TAC §228.30(c)(8)
(2) 19 TAC §228.30(b)

Instruction for this course is based upon the following research-based practices (2)

- Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. John Wiley & Sons.
- Cabot, I., & Lévesque, M. C. (2015). *Audiovisual feedback: a worthwhile practice? Pédagogie collégiale vol. 28, n° 3, printemps 2015*.
- Ward, C. (2012, March). Aligning the quality matters rubric to the technological, pedagogical content knowledge conceptual framework. In Society for Information Technology & Teacher Education International Conference (pp. 4787-4793). Association for the Advancement of Computing in Education (AACE). Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). *A review of project-based learning in higher education: Student outcomes and measures.* International Journal of Educational Research, 102, 101586.
- Smart, J. (2001). Disability, society, and the individual
- Stavredes, T. (2011). *Effective online teaching: Foundations and strategies for student success*. John Wiley & Sons.
- Rose, D., Ralabate, P., & Meo, G. (2014). *The five phases of the UDL implementation process: Tools to guide your journey. Implementing Universal Design for Learning*.

Required Reading:

Alsalem, M. (2015). *Considering and supporting the implementation of universal design for learning among teachers of students who are deaf and hard of hearing in Saudi Arabia* (Doctoral dissertation, University of Kansas).

Andreou, G., Athanasiadou, P., & Tzivinikou, S. (2019). Accommodations on reading comprehension assessment for students with learning disabilities: A review study. *Psychology*, *10*(04), 521.

Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A content analysis of peer reviewed journals from 2012 to 2015. *Journal of the Scholarship of Teaching and Learning*, *16*(3), 39-56.

Cahalan-Laitusis, C. (2004). ACCOMMODATIONS ON HIGH-STAKES WRITING TESTS FOR STUDENTS WITH DISABILITIES. *ETS Research Report Series*, *2004*(1), i-34.

Davis, L. L. (2016). *Effects of peer-mediated instruction on mathematical problem solving for students with moderate/severe intellectual disability* (Doctoral dissertation, The University of North Carolina at Charlotte).

Gravois, T. A., & Rosenfield, S. A. (2006). Impact of instructional consultation teams on the disproportionate referral and placement of minority students in special education. *Remedial and special education*, *27*(1), 42-52.

Hale, A. D., Skinner, C. H., Winn, B. D., Oliver, R., Allin, J. D., & Molloy, C. C. (2005). An investigation of listening and listening-while-reading accommodations on reading comprehension levels and rates in students with emotional disorders. *Psychology in the Schools*, *42*(1), 39-51.

Hall, T. E., Cohen, N., Vue, G., & Ganley, P. (2015). Addressing learning disabilities with UDL and technology: Strategic reader. *Learning Disability Quarterly*, *38*(2), 72-83.

Hartmann, E. (2015). Universal design for learning (UDL) and learners with severe support needs. *International Journal of Whole Schooling*, *11*(1), 54-67.

Al Hazmi, A. N., & Ahmad, A. C. (2018). Universal Design for Learning to Support Access to the General Education Curriculum for Students with Intellectual Disabilities. *World Journal of Education*, *8*(2), 66-72.

Moon, N. W., Todd, R. L., Morton, D. L., & Ivey, E. (2012). Accommodating students with disabilities in science, technology, engineering, and mathematics (STEM). *Atlanta, GA: Center for Assistive Technology and Environmental Access, Georgia Institute of Technology*, 8-21.

Rao, K. (2015). Universal design for learning and multimedia technology: Supporting culturally and linguistically diverse students. *Journal of Educational Multimedia and Hypermedia*, *24*(2), 121-137.

Rickerson, N., Souma, A., & Burgstahler, S. (2004). Psychiatric disabilities in postsecondary education: Universal design, accommodations and supported education. *National capacity building institute on issues of transition and postsecondary participation for individuals with hidden disabilities*.

Souma, A., Rickerson, N., & Burgstahler, S. (2002). Academic Accommodations for Students with Psychiatric Disabilities.

Taylor, K. (2020). One-Stop Lesson Planning: How Universal Design for Learning Can Help Students Who Are Deaf or Hard of Hearing. *Odyssey: New Directions in Deaf Education*, *21*, 48-51.

This Course was self-assessed using the Quality Matters Higher Education Rubric