

# CPSE 300 - Ex Studnts:Prin of Collaboratn

Fall 2014

Section 004: 280 MCKB on W from 2:00 pm - 3:50 pm

## Instructor/TA Info

### Instructor Information

Name: Abby Cook

Office Location: MCKB

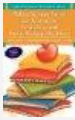

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## Course Information

### Description

This course prepares future elementary classroom teachers to understand how students with exceptionalities learn, and how to use basic strategies to meet their educational needs.

### Materials

Image	Item	Vendor	Price (new)	Price (used)
	What Every Teacher Should Know About: Adaptations and Accommodations for Students with Mild to Moderate Disabilities Required by Carter, Nari J. Pearson; Edition 1 (2008-07-24) ISBN: 9780205608362	BYU Bookstore	23.20	17.40
	CourseMate Printed Access Card for Teaching in Today's Inclusive Classrooms: A Universal Design for	BYU Bookstore	97.30	73.00

Learning Approach, 2nd Required  
by Gargiulo, Richard M.  
Cengage Learning; Edition 2 (2012-  
02-24)  
ISBN: 9781133525257

TEACHING INCLUSIVE CLASSROOM 2E W/COURSEMATE & EBOOK Required by R, GARGIULO, Edition 2 ISBN: 9781133290780	BYU Bookstore	169.00	126.75
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### **Learning Outcomes**

#### **Learning Difficulties and Accommodations**

Analyze student's learning difficulties and plan appropriate accommodations.

#### **Special Needs Learning Characteristics**

Describe learning characteristics of special needs students.

#### **Assessment Plans and School Support**

Develop assessment plans to evaluate students' progress and collaborate with school experts to support student learning.

#### **Collaboration**

Collaboration: Candidates work effectively with parents, professionals, paraprofessionals, and others in the school and community to help students with disabilities achieve their IEP goals.

#### **Interpersonal Relations**

Interpersonal Relations: Candidates work with students, parents, professionals, paraprofessionals, and others in the school and community with kindness and respect regardless of their diverse backgrounds.

#### **Professional Practice**

Professional Practice: Candidates fulfill all duties and assignments, comply with all education laws and policies, and continue to improve professional practice.

### Grading Scale

Grades	Percent
A	95%
A-	90%
B+	87%
B	85%
B-	80%
C+	77%
C	75%
C-	70%
D+	65%
D	63%
D-	60%
E	0%

### Grading Policy

Assignments are to be handed at the **beginning** of class on the due date designated by the instructor. (This applies in the case of absences, also.) Assignments will be lowered 10% for each day late. **No assignments will be accepted after the last day of class.**

### Concurrent Field Experience

Work a minimum of **10 hours** with a student with disabilities, or a student who is at risk of school failure. Teacher candidates will submit case study assignments regarding this volunteer work.

### Participation Policy

We hope that all students enrolled in this course will achieve desired results. Students who have been successful in this course attend class, read the lessons, and complete assignments on time.

Completing work on time is especially important. Typically, this is a busy semester for students. If you get behind early in the semester, it becomes increasingly difficult to catch up. Turn in work on time.

Please contact me if you encounter problems completing assignments or attending class. I am willing to work with students who proactively manage their learning experience.

### Attendance Policy

Students are expected to attend every class period, stay the full duration, and be on time.

## **Assignments**

### **Assignment Descriptions**

#### **Misunderstood Minds Video Activity**

Due: Wednesday, Sep 03 at 3:50 pm

#### **Interactive Quiz 2**

Due: Wednesday, Sep 10 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### **Interactive Quiz 1**

Due: Wednesday, Sep 10 at 2:00 pm

Complete the online quiz for this chapter.

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### **Gargiulo Chapter 1**

Due: Wednesday, Sep 10 at 2:00 pm

#### **Gargiulo Chapter 2**

Due: Wednesday, Sep 10 at 2:00 pm

## Video Questions

Due: Wednesday, Sep 10 at 3:50 pm

## Disability Awareness Assignment

Due: Wednesday, Sep 17 at 2:00 pm

Choose ONE of the following:

1. Family History Analysis
2. Personal Interaction Analysis
3. Children's Literature Analysis

1. **Family History Analysis.** Most families have members who were born with or acquired disabilities sometime in their lifetime. The purpose of this assignment is to learn more about these individuals and the history of your family's response to those persons. Interview relatives to find out as much as you can about these family members. Spending time with those with disabilities can also be insightful. The person with a disability may be you. Learn what impact your disability had on your parents and other family members.

- a. Provide a concise, clear summary of how you went about your inquiry including dates, times, persons interviewed or interacted with, methods for inquiry, questions asked, and what you learned.
- b. Answer the following questions in a well-developed reflection on your inquiry and analysis of your findings:
  1. Describe your emotional, intellectual and behavioral responses to the exercise. How did the interview make you feel? What did it make you think? What did you want to do after conducting this interview?
  2. What has been discussed in class that ties into what you learned in the interview? Make a direct reference to how you have integrated new understandings and made

connections with class lectures, discussions, readings, and in-class activities.

3. What did you learn about individuals with exceptionalities or cultural/personal response from completing this exercise?

4. How do others in your family view this person with a disability? What is your perception of disabilities

**2. Personal Interaction with an Individual with Disabilities Analysis.** Provide a summary of an interaction with an individual with disabilities that you engaged in or observed. This interaction should have occurred within the last year. Provide information about when and where the interaction took place, who was involved in the interaction, and what happened. Describe the person with a disability that the interaction revolved around. Please use first names only or pseudonyms to protect the confidentiality of those involved.

a. Describe your initial response to the interaction, and then dig deeper. Reflect on your own personal response to the interaction. What assumptions were challenged? What did you learn from the interaction? Consider how this interaction compares and contrasts with what you are learning about individuals with disabilities.

b. Describe your emotional, intellectual, and behavioral responses to the interaction. How did this interaction make you feel? What did it make you think? What did you want to do after this interaction?

c. What has been discussed in class that ties into what you experienced in this interaction and the comments you've made? What was your personal reaction to the interaction or connections you made with what you've experienced or learned?

d. Do you think people would have a more positive attitude about people with exceptionalities if they interacted with this individual? If so, explain why? What negative attitudes or beliefs about people with disabilities do you think might be subtly or not so subtly reinforced?

- e. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
- f. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?

**3. Children's Literature Analysis (see Suggested Book List under "Content" tab).** For this assignment, a list of children's literature that includes characters with disabilities is posted on Learning Suite. Please review one of the books on the list provided. The purpose of this assignment is to analyze how individuals with disabilities are portrayed in children's literature. Read the book and briefly summarize the plot. Using what you are learning about specific disabling conditions, analyze whether the information presented is correct. Reflect on how this book impacts your perception of disabilities and determine if this book would be appropriate for a disability awareness lesson in your classroom. The analysis should include the following:

- a. The title and author of the book.
- b. A brief summary of the book.
- c. Describe your emotional, intellectual, and behavioral responses to the book. How did this book make you feel? What did it make you think? Did the book motivate you to do anything?
- d. Analyze whether the information presented about the disabling condition is accurate. Be specific in providing examples from the book and comparing the information in the book with information available about the disabling condition.
- e. Discuss how this book would influence children's perceptions of disability.
- f. Describe how you would use this book to teach about disabilities. Would you use this book in your class? If you would, explain why. If not, explain your reasons for not using the book.

### **Interactive Quiz 3**

Due: Wednesday, Sep 17 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

**Gargiulo Chapter 3**

Due: Wednesday, Sep 17 at 2:00 pm

**Interactive Quiz 5**

Due: Wednesday, Sep 24 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

**Disability Presentation**

Due: Wednesday, Sep 24 at 2:00 pm

For this assignment, you will be assigned a disability and will pair up with another student in the class. You will include the following requirements in a class presentation for a total of ten points.

1. Briefly provide information about the disabling condition.
2. Provide general suggestions for teaching students with this condition.
3. Demonstrate a specific accommodation (e.g., multisensory learning, graphic organizer, mnemonic device, etc.)
4. Create a handout for the class.
5. Involve the class in the presentation (e.g., questions, guided notes, choral responding, brief activity).

**Gargiulo Chapter 5**



Due: Wednesday, Sep 24 at 2:00 pm

#### **Gargiulo Chapter 4**

Due: Wednesday, Sep 24 at 2:00 pm

#### **Practicum Contract Sheet**

Due: Wednesday, Sep 24 at 2:00 pm

(See Practicum Contract Sheet under "Content" tab.)

#### **Interactive Quiz 4**

Due: Wednesday, Sep 24 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

#### **Chapter 4 Videos**

Due: Wednesday, Oct 01 at 3:50 pm

#### **IRIS Module: Related Services: Common Supports for Students with Disabilities**

Due: Wednesday, Oct 08 at 10:59 am

To begin this module, access <http://iris.peabody.vanderbilt.edu/>. Click on resources, and in the topics column click on "Related Services". Then go to ***"Related Services: Common Supports for Students with Disabilities"***. This is the third module down in the Modules section.

Work through each phase of the module (from the Challenge through the Wrap up). Submit answers to the assessment questions at the end of the module through Learning Suite.

#### **Gargiulo Chapter 7**

Due: Wednesday, Oct 08 at 2:00 pm

### **Interactive Quiz 7**

Due: Wednesday, Oct 08 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

### **Gargiulo Chapter 8**

Due: Wednesday, Oct 15 at 2:00 pm

### **Interactive Quiz 8**

Due: Wednesday, Oct 15 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

### **Interactive Quiz 9**

Due: Wednesday, Oct 22 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

**WETSKA Part III**

Due: Wednesday, Oct 22 at 2:00 pm

**Gargiulo Chapter 6**

Due: Wednesday, Oct 22 at 2:00 pm

**Gargiulo Chapter 9**

Due: Wednesday, Oct 22 at 2:00 pm

**Interactive Quiz 6**

Due: Wednesday, Oct 22 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

**Lesson Plan Accommodations for Specific Disabilities**

Due: Wednesday, Oct 22 at 3:50 pm

**WETSKA Part I pg. 25-40**

Due: Wednesday, Oct 29 at 2:00 pm

**Interactive Quiz 10**

Due: Wednesday, Oct 29 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out. Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

### **Gargiulo Chapter 10**

Due: Wednesday, Oct 29 at 2:00 pm

### **The Big 5 of Reading**

Due: Wednesday, Oct 29 at 3:50 pm

### **WETSKA Part I pg. 1-25**

Due: Wednesday, Nov 05 at 2:00 pm

### **IRIS Module: Behavior Management: SOS Helping Students Become Independent Learners**

Due: Wednesday, Nov 12 at 10:59 am

To begin this module, access <http://iris.peabody.vanderbilt.edu/>. Click on resources, and in the topics column click on "Behavior and Classroom Management". Then click on "***SOS: Helping Students Become Independent Learners***". This is the 6th one down in the Modules section.

Work through each phase of the module (from the Challenge through the Wrap up). Submit answers to the assessment questions at the end of the module through Learning Suite.

### **Interactive Quiz 11**

Due: Wednesday, Nov 12 at 2:00 pm

Complete the online quiz for this chapter

**OR**

Submit a self-made 5 question study guide with answers for the assigned chapter. Questions and answers must be well written and well thought out.

Questions must be reflective of the whole chapter with no grammar or spelling errors in order to receive full credit.

Quizzes or study guides must be submitted prior to class to receive credit.

### **Gargiulo Chapter 11**

Due: Wednesday, Nov 12 at 2:00 pm

### **IRIS Module: Rtl (Part 1) An Overview**

Due: Wednesday, Nov 19 at 10:59 am

To begin this module, access <http://iris.peabody.vanderbilt.edu/>. Click on resources, and in the topics column click on "Rtl". Then go to "***Rtl (Part 1) An Overview***". It is the fourth module down under the Modules section.

Work through each phase of the module (from the Challenge through the Wrap up). Submit answers to the assessment questions at the end of the module through Learning Suite.

### **In-Class Activity**

Due: Wednesday, Nov 19 at 3:50 pm

### **LDS Accommodations Case Study**

Due: Wednesday, Dec 03 at 2:00 pm

You will select one of the two following case studies, accompanied with the resources below, and write a two page (double-spaced) response on how you could best support the needs of the leaders and parents. Be sure to cite how you used the resources provided to formulate your response.

1. **Case Study #1:** A Primary President comes to you with concerns about a child name Jose in Sunbeams who has recently been diagnosed with Autism. In his last ward his parents were asked to just stay with him in nursery at all times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents right beside him. Jose gets easily over stimulated with noises and people, he struggles with sitting in his seat longer than a few minutes at a time, gets extremely

bothered when things interrupt the typical routine and has a tendency to throw small objects because he likes to watch as they move through the air.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child with a disability. She has come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Jose successfully access Primary to his fullest extent possible.

2. **Case Study #2:** A Primary President comes to you with concerns about an 8 year old child named Sterling who has difficulty reading and is frequently disruptive in class. In his last ward, his parents were asked to just stay with him through their meeting times. In his new ward, the parents and his leaders would like to see him more fully integrated with his peers without having to have his parents with him. Sterling gets bored easily and frequently refuses to read any of the class materials. He makes noises and bothers the kids who sit next to him for the majority of the time.

The Primary President has a background in Journalism and does not even know where to begin on how to work with a child like Sterling. Sterling's parents are also frustrated, and his mom is frequently seen leaving church crying because she does not know how to handle him and help his primary teacher. The parents and Primary President have come to you because of your training in education at Brigham Young University. She would like to know what she could do to help Sterling successfully access Primary to his fullest extent possible.

Resources:

LDS Disability Specialist Calling: <http://www.lds.org/callings/disability-specialist?lang=eng>. LDS Disability Resources:

<http://www.lds.org/topics/disability?lang=eng>.

Members with disabilities: <http://www.lds.org/handbook/handbook-2-administering-the-church/selected-church-policies?lang=eng#21.1.26>.

Teaching The Spirits: <http://education.byu.edu/media/watch/352>. Advice for Dad:

<http://www.lds.org/tools/print/article/narrow/?lang=eng&url=/children/resources/tips/2012/03>.

### **Visit to Resource Room**

Due: Wednesday, Dec 10 at 2:00 pm

Schedule a visit to a school's resource room by contacting the teacher in advance. The purpose of this assignment is for you to learn about the resource room placement option for educating students with disabilities and to demonstrate your knowledge of teacher roles and responsibilities. During your visit, discuss with the teacher his/her roles and responsibilities for educating students with disabilities. **Remember to schedule your visit in advance and be respectful of the teacher's schedule while you are there.**

Include the following in a one-page (double spaced, 12 point font) write-up:

1. Describe setting, grade level, students, teacher's background and physical environment.
2. State the teacher's instructional objective on that particular day and the curriculum content (be as specific as possible).
3. Describe the service delivery model. For example, is it a pullout resource setting? (Is it a setting in which basic skills or a particular subject is being taught?)
4. Based on what you have learned thus far, evaluate the model. (Is it effective? If so, in what way? Would changes make the model more effective? If so, what are those suggested changes?)

### **Practicum Reflection Log**

Due: Wednesday, Dec 10 at 2:00 pm

This assignment consists of four parts:

1. Log the time spent working with the student, as well as the date, location and activity.
2. Describe the learning activity and any learning characteristic observed for the student with whom you are working.
3. List or describe how and/or what you did to assist the student with the assigned learning activity.

4. List and reference an accommodation that addresses the concern. Use the Practicum Reflection Log provided under the "Content" tab.

### **Praise Notes**

Due: Wednesday, Dec 10 at 2:00 pm

You will create a praise note and present 10 praise notes to various students. The praise note should include spaces for (1) the name of the student, (2) a description of the specific behavior that the student engaged in during the day, and (3) your signature. Both a log of who received the note (a variety of student first names should be listed), the dates, and the specific behaviors that prompted each note must be listed. Also a copy of the praise note template must be submitted to receive maximum points. In addition, write a paragraph on this experience, specifically reflecting on the observed change(s) in your behavior and the students' behavior as a result. Share how you will apply what was learned from this assignment in your future classroom. (See Form under "Content" tab)

### **Final Presentation**

Due: Wednesday, Dec 10 at 2:00 pm

See Final Presentation under "Content" tab for rubric.

### **Practicum Written Report**

Due: Wednesday, Dec 10 at 2:00 pm

1. Describe your moral/ethical and legal responsibilities for educating students with disabilities (consider the six components of IDEA), specifically the students you worked with.
2. Analyze your response to working with students with learning problems during your field experience. Provide specific examples of how you felt, or how you interacted with the students. Discuss how your feelings influenced your teaching. Describe how the knowledge you have acquired, and your experience working with your students, has shaped your perception of disability. Be specific. Describe your



perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability.

### Course Evaluation

Due: Thursday, Dec 11 at 11:59 pm

### Final Case Study Pt 1

Due: Monday, Dec 15 at 2:00 pm

### Final Project (100 points total)

This is a 2-part assignment. Part 1 (80 points) is described below. Part 2 (20 points) has its own place to turn it in.

(1) You will develop a hypothetical case study for your final project. You should draw on your experience in the school to complete this assignment. However, this case study project is hypothetical and is **not** a final report of your field experience. This project provides an opportunity for you to synthesize learning. Because collaboration is essential for meeting the needs of diverse learning, this is a collaboration project. You will work with a peer to complete this project (80 points). The following should be included in your final project and each answer for questions 2-7 should be accompanied with an appropriate citation:

#### Part 1 (80 points)

1. **Demographic** information for the student described.
  - a. Student's age, gender, grade (2 points)
  - b. Family background (2 points)
  - c. Experience in school (2 points)
  - d. Learner challenges/at-risk characteristics (2 points)
  - e. Student's interests (2 points)
2. Describe your **moral/ethical and legal responsibilities** for educating students with disabilities (6 points). Be sure to cite specific laws as taught in CPSE 300 (3 points).
3. Describe the student's **disabling condition**. Which of the 13 special education categories will this child be serviced under? (2 points) Discuss how the condition impacts learning (6 points). Use appropriate citation (2 points).
4. Analyze the student's learning strengths (4 points) and limitations (4 points). Use appropriate citation (2 points).
5. **Write a PLAAFP (Present Level of Academic Achievement and Functional Performance)** for an academic or behavioral concern (10 points).

6. Develop an **intervention plan** using Tier 2 strategies for the area of concern.
  - a. Write a goal for student performance (2 points).
  - b. Plan what you will do (2 points) and what others can do (2 points) to meet the goal.
  - c. Describe how you will measure (2 points) and report progress (2 points).
7. **Choose a unit topic (eg: Life cycle of a butterfly) and describe how you will use Universal Design for Learning to teach the unit:** Specifically state how you will use Multiple means of: Representation (2 points), Engagement (2 points) and Expression (2 points) for this unit.
8. **Describe how you will teach:** Describe 3 evidence based classroom accommodations (2 points each) that will facilitate learning. Explain why your accommodations are appropriate given the classroom environment (1 point each) and your student's profile (1 point each).  
Cite the source for these accommodations (1 point each).

## Final Case Study Pt 2

Due: Monday, Dec 15 at 2:00 pm

This is a 2-part assignment. Part 1 (80 points) has its own place to turn it in. Part 2 (20 points) is described below.

(2) You will describe your perceptions of disability and analyze how your experience and the knowledge you have gained have shaped your perception of disability. You will also analyze your collaboration experience (20 points).

## University Policies

## Schedule

Date	Class Topic	Reading Due	Assignments Due
W Sep 03 Wednesday	Introduction to Course Introduction to Coursemate  Misunderstood Minds		
W Sep 10 Wednesday	Universal Design for Learning  Special Education Foundations:	<b>Gargiulo</b> <b>Chapter 1</b> <b>Gargiulo</b> <b>Chapter 2</b>	<b>Interactive Quiz 1</b> <b>Interactive Quiz 2</b>

Teaching in Today's Inclusive Classrooms IEPs and 504 Plans			
W Sep 17 Wednesday	Prereferral to Special Education Introduction to RtI	Gargiulo Chapter 3	Disability Awareness Assignment Interactive Quiz 3
W Sep 24 Wednesday	Learners with High and Low Incidence Disabilities Presentations	Gargiulo Chapter 4 Gargiulo Chapter 5	Disability Presentation Interactive Quiz 4 Interactive Quiz 5 Practicum Contract Sheet
W Oct 01 Wednesday	Learners with High and Low Incidence Disabilities		
W Oct 08 Wednesday	Collaboration	Gargiulo Chapter 7	IRIS Module: Related Services: Common Supports for Students with Disabilities Interactive Quiz 7
W Oct 15 Wednesday		Gargiulo Chapter 8	Interactive Quiz 8
W Oct 22 Wednesday	Other Diverse Populations	Gargiulo Chapter 6 Gargiulo Chapter 9 WETSKA Part III	Interactive Quiz 6 Interactive Quiz 9
W Oct 29 Wednesday	Instructional Strategies IEP Process RtI-IRIS Module	Gargiulo Chapter 10 WETSKA Part I pg. 25-	Interactive Quiz 10

		40	
W Nov 05 Wednesday	Specific Learning Accommodations	WETSKA Part I pg. 1- 25	
W Nov 12 Wednesday	Social/Behavioral Strategies	Gargiulo Chapter 11	IRIS Module: Behavior Management: SOS Helping Students Become Independent Learners Interactive Quiz 11
W Nov 19 Wednesday	Rtl		IRIS Module: Rtl (Part 1) An Overview
T Nov 25 Tuesday	Friday Instruction		
W Nov 26 Wednesday	No Classes		
W Dec 03 Wednesday	Gospel Perspective		LDS Accommodations Case Study
W Dec 10 Wednesday	Final Presentations		Final Presentation Practicum Reflection Log Practicum Written Report Praise Notes Visit to Resource Room
Th Dec 11 Thursday			Course Evaluation
M Dec 15 Monday	Final Exam: 280 MCKB 2:30pm - 5:30pm		Final Case Study Pt 1 Final Case Study Pt 2

W Dec 17

Wednesday