

Instructor/TA Info

Instructor Information

Name: Barbara Smith

Office Location: 340-M MCKB

Office Phone: 801-422-8396

Email: Barbara_smith@byu.edu

TA Information

Name: Rylie Davies

Office Hours: Only By Appointment

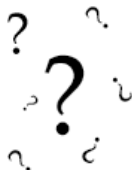
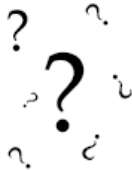
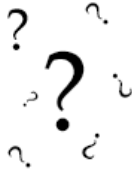
Email: rdclayton2020@gmail.com

Course Information

Description

CPSE 203 is the introductory course for BYU students who are considering Special Education as a major. It is comprised of regular on-campus classes and a field experience of at least 12 hours in the local schools of the the BYU Public School Partnership.

Materials

Item	Price (new)	Price (used)
 <p><u>What Every Teacher Should Know About Adaptations...</u> - <i>Optional</i> by Carter, N</p>	24.99	18.75
 <p><u>Exceptional Children 11e - Required</u> by Heward, W</p>	99.99	75.00
 <p><u>WKBK IEPs: Guide to Writing Individualized Education Programs 4e - Required</u> by Gibb, G</p>	46.60	35.00

Learning Outcomes

Human exceptionality and special education

1. Describe human exceptionality, special education law, and school services for students with disabilities.

Cultural, ethnic, and language diversity

2. Describe the effects of cultural, ethnic, and language diversity on the education of individuals with disabilities.

Characteristics, prevalence, and educational implications

3. Describe the characteristics, prevalence, and educational implications of disabilities.

Services and strategies for students with disabilities

4. Define and describe assessment, collaboration, and accommodation for students with disabilities.

12-hour field experience

5. Complete a 12-hour field experience involving volunteer service with students with disabilities.

Grading Scale

Grades	Percent
A	95%
A-	91%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments submitted on or before the due date may earn full points. Assignments submitted after the due date will have a 10% per day deduction. Exceptions to this policy will need to be cleared with the instructor in advance of the due date.

Participation Policy

This course is designed to be an exploration of teaching in special education. It is comprised of many learning activities and assignments, which help to facilitate knowledge and skill development for class members. Points are earned by being in each class and participating in the activities and discussions along with classmates. It is important that we create a respectful and congenial atmosphere so that all feel safe and comfortable.

Attendance Policy

Successful students attend all classes. They arrive on time and stay until class is dismissed. Points are earned by being in each class and participating in the activities and discussions. If you need to miss a class please notify the instructor. Assignments due that day should still be submitted before class begins in order to be eligible to earn maximum points.

Assignments**Assignment Descriptions**

Who am I?

Sep
01Due: Thursday, Sep 01 at 8:00 am

Who am I? assignment can be found under content.

Connection Journal 2

Sep
06Due: Tuesday, Sep 06 at 9:30 am

Connection Journal 1

Sep
06Due: Tuesday, Sep 06 at 9:30 am

Signed Cooperating Teacher Contract 1

Sep
08Due: Thursday, Sep 08 at 11:59 pm

Learner Characteristic Assignment

Sep
08Due: Thursday, Sep 08 at 11:59 pm

Disability Awareness

Sep
15Due: Thursday, Sep 15 at 9:30 am

Complete ONE of the following:

1. Family history assignment.
2. Personal interaction analysis.
3. Children's book analysis.

Disability Awareness Assignment**Analysis of Personal History****Summary of your inquiry**(.)

Most families have members who were born with obvious challenges, who were identified by the schools with a disability or disorder, or who became disabled in childhood or adulthood through physical or mental illness, accident, injury or aging. The purpose of this task is for you to learn more about those individuals and the history of your family's response to those persons. Interview your parents, grandparents and other older relatives to find out as much as you can about these family

members.

If you have a good relationship with a family member who has a disability or has a child with a disability, you might choose to interview them about the impact of that disability on their lives, their hopes, their dreams, their nightmares, their challenges. Or you might choose to spend some time with them and reflect on what you learned that ties in with this class.

If you were identified as a student with a disability or were born with a significant physical difference or medical problem, you might choose to have a conversation with your parents about what it was like for them at the time you were identified and how they advocated for you and for themselves.

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.

Reflection (.)

Provide 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 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?
5. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Analysis of Personal Interaction with an Individual with Disabilities (.) (.)

Summary of Interaction (.)

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.

Reflection/analysis of personal interaction (.)

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.

1. 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?
2. 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?
3. 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?
4. What did you learn about individuals with exceptionalities from this interaction? What is your perception of disabilities?
5. Did you notice other peoples' reactions to this person? What were their perceptions of this person with a disability?
6. Your writing should have only minor errors in writing mechanics, including spelling, punctuation, and grammar. Good sentence and paragraph construction should be present. People first language is always used.

Children's Literature Analysis*

*For this assignment, a list of Children's Literature that includes characters with disabilities is posted on Blackboard. Please review one of the books on the list provided.

Summary of Analysis

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.

Analysis

Your analysis should include the following:

1. The title and author of the book.
2. A brief summary of the book.
3. 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?
4. 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.
5. Discuss how this book would influence children's perceptions of disability.
6. 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.

Connection Journal 3

Sep
15Due: Thursday, Sep 15 at 9:30 am

Connection Journal 4

Sep
22Due: Thursday, Sep 22 at 9:30 am

IRIS Visual Disability Module

Sep
27Due: Tuesday, Sep 27 at 9:30 am

Complete the IRIS module for Visual Disability and submit your answers to the wrap up and assessment questions found that the end.

Connection Journal 5

Sep
29Due: Thursday, Sep 29 at 9:30 am

Low Incidence Disabilities Fact Sheets

Oct
06Due: Thursday, Oct 06 at 9:30 am

Work with a partner to complete this assignment. In about a page, share facts about your assigned low incidence disability. Include what it is, the causes, treatments, and educational approaches. And any other information you feel would be helpful for the class to know.

Connection Journal 6

Oct
11Due: Tuesday, Oct 11 at 9:30 am

Practicum Reflection Log 1

Oct
13Due: Thursday, Oct 13 at 11:59 pm

The following information should be included in the log. You may choose to do the assignment in narrative format or in a table.

1. Background Information. This should include the school and teacher's name, the class or subject taught, a general description of students, general learning objective, and any other relevant information. (2 pts.)
2. The dates and times you volunteered. (2 pts.)
3. Describe the learning activities during each session and identify any learning difficulties of the students. (4 pts.)
4. Explain what you did to address these student needs. (4 pts.)

1. Explain what you did to address these student needs. (1 pt.)
5. List an accommodation from the WETSKA text that could address the students' difficulties. (3 pts.)

Midterm Exam

Oct
18

Due: Tuesday, Oct 18 at 10:00 pm

This exam is to be taken without notes, your textbook, the internet, or any other outside source. Have integrity and do your best. The exam should take less than 50 minutes and will be over the material covered in class and in the readings.

Signed Hour Log (first half)

Oct
18

Due: Tuesday, Oct 18 at 11:59 pm

This assignment is just being split into 2 grades (one for each site) for my own convenience.

Professionalism Evaluation 1

Oct
18

Due: Tuesday, Oct 18 at 11:59 pm

Signed Cooperating Teacher Contract 2

Oct
20

Due: Thursday, Oct 20 at 11:59 pm

Connection Journal 7

Oct
25

Due: Tuesday, Oct 25 at 9:30 am

IEP Workbook Ch 1-3

Oct
27

Due: Thursday, Oct 27 at 9:30 am

IEP Template Gibb and Dyches.pdf [Download \(plugins/Upload/fileDownload.php?fileId=2f8234c8-P4KO-iEce-rwoC-wue55bcb00a2&pubhash=LKvpVaKuD3hG-wXbglkqbssEUmsYhiTMEs_mEIGjsJhwGRHKI9h9nNGVXcx2UQ85CzxORZ9Ua4gC18eMhzjsTA==\)](https://learningsuite.byu.edu/view/5dFhBNwCZOUV.html#instructorIn...)

Bring your IEP workbooks to class with chapters 1-3 complete.

Connection Journal 8

Nov
01

Due: Tuesday, Nov 01 at 9:30 am

Scripture Assignment

Nov
01

Due: Tuesday, Nov 01 at 9:30 am

01

Scripture related to people with special needs or other ideas we have discussed in class.

Please share a scripture that is meaningful to you, with our class about exceptional students.

List the reference and the scripture quote. A brief comment is acceptable.

IRIS RTI Module**Nov****03**

Due: Thursday, Nov 03 at 9:30 am

Complete the IRIS RTI Part 1 Module and submit on LS.

<https://iris.peabody.vanderbilt.edu/module/rti01/> (<https://iris.peabody.vanderbilt.edu/module/rti01/>)

IEP Workbook Ch 4-6**Nov****08**

Due: Tuesday, Nov 08 at 9:30 am

Bring your IEP workbooks to class with chapters 4-6 complete.

Front of the Class**Nov****08**

Due: Tuesday, Nov 08 at 11:59 pm

In light of what you have learned in this class, please share what you think are the most important ideas from Front of the Class.

IRIS Assessment Module**Nov****15**

Due: Tuesday, Nov 15 at 9:30 am

Connection Journal 9**Nov****17**

Due: Thursday, Nov 17 at 9:30 am

Connection Journal 10**Nov****17**

Due: Thursday, Nov 17 at 9:30 am

Tier 2 Intervention Plan**Nov****29**

Due: Tuesday, Nov 29 at 9:30 am

See Tier 2 Plan and Case Study under content.

Professionalism Evaluation 2**Dec****01**

Due: Thursday, Dec 01 at 11:59 pm



Practicum Reflection Log 2

Dec
01

Due: Thursday, Dec 01 at 11:59 pm

Same as for log #1.

Signed Hour Log (second half)

Dec
01

Due: Thursday, Dec 01 at 11:59 pm

Final Project

Dec
06

Due: Tuesday, Dec 06 at 9:30 am

See Final Project information under content tab.

Class Oral Presentation

Dec
06

Due: Tuesday, Dec 06 at 9:30 am

Attendance/Participation/Professionalism Points

Dec
08

Due: Thursday, Dec 08 at 11:59 pm

Being at every class will help you to learn and earn. A few points will be given for participation in discussions, learning activities and quizzes in class. Attendance will be required to earn these points. Individual professionalism will be evaluated by the instructor and the student.

Student ratings

Dec
08

Due: Thursday, Dec 08 at 11:59 pm

participation in course evaluation

Final Exam

Dec
10

Due: Saturday, Dec 10 at 11:59 pm

This exam is to be taken without notes, your textbook, the internet, or any other outside source. Have integrity and do your best. The exam should take less than 2 hours, but you have three hours if you need it. This will cover material from class, the field experience and the readings. Good luck!

University Policies

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Covid 19 Statement

While COVID 19 conditions persist and until further notice, students and faculty are required to wear face coverings at all times during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the

duration of the illness.

Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

McKay School of Education Policies

McKay School of Education Diversity, Inclusion, and Belonging Statement

The David O. McKay School of Education is committed to fostering an environment that values diversity, promotes equity, and invites belonging for all students, faculty, and staff as we strive to fulfill Brigham Young University's mission "to assist individuals in their quest for perfection and eternal life." (1) We recognize the divine worth of each child of our Heavenly Parents, and we endeavor to accept each other with understanding and respect for our differences. Christ's example inspires our approach to learning, teaching, and leadership. As educators, we actively seek to overcome biases that limit

people's educational opportunities. As fellow human beings, we consciously seek to embrace all people "regardless of their race, gender, sexual

orientation, or other distinguishing feature." (2)

Recognizing there is work to do, the McKay School of Education invites all students, faculty, and staff to join in our commitment to a culture of love and unity. Together, we must humbly heed our prophet's admonition "to lead out in abandoning attitudes and actions of prejudice, . . . promote respect for all of God's children," and teach others to do so. (3)

Schedule

Date	Column 1	Column 2
Week 1		
T Aug 30 Tuesday	Introductions, Syllabus, three parts, Who Am I?	
Th Sep 01 Thursday	Field Experience Course Schedule and Assignments Disability Awareness Assignment Overview	Due today: Who am I?
Week 2		
M Sep 05 Monday	Labor Day	
T Sep 06 Tuesday	Overview of Special Ed Law, 504 and IDEA Pre-Referral	Heward Ch. 1 & 2 Due today: Connection Journal 1 Connection Journal 2
Th Sep 08 Thursday	Learner Characteristics Overview of six principles High Incidence disabilities	WETSKA Part 1 Due today: Signed Cooperating Teacher Contract 1 Learner Characteristic Assignment
Week 3		
T Sep 13 Tuesday	Intellectual Disabilities	Heward Ch. 4

Th Sep 15 Thursday	Emotional Disturbance	Heward Ch. 6 Due today: Connection Journal 3 Disability Awareness
Week 4		
T Sep 20 Tuesday	Communication Disorders Educating Peter	Heward Ch. 8
Th Sep 22 Thursday	Learning Disabilities How Difficult Can This Be? Misunderstood Minds	Heward Ch. 5 Due today: Connection Journal 4
Week 5		
T Sep 27 Tuesday	Low Incidence Disabilities: Visual and Hearing Impairments	Heward Ch. 10, then 9 Due today: IRIS Visual Disability Module
Th Sep 29 Thursday	Hearing Impairment, Orthopedic Impairments and Other Health Impairments	Heward Ch. 11 Due today: Connection Journal 5
Week 6		
T Oct 04 Tuesday	Autism . Wendy Chung TED Principles of IDEA-examples from Rachel	Heward Ch. 7
Th Oct 06 Thursday	Low Incidence Disabilities: Severe and Multiple Disabilities and Traumatic Brain Injury Share Low Incidence Fact Sheets	Heward Ch. 12 Due today: Low Incidence Disabilities Fact Sheets
Week 7		

T Oct 11 Tuesday	<p>Gifted and Talented</p> <p>Poverty</p> <p>ELLs, Multicultural students, The Sneetches</p>	<p>Reading: A Day in Juan's Life</p> <p>Found on Learning Suite under Content/Miscellaneous documents</p> <p>Heward Ch. 13</p> <p>Due today: Connection Journal 6</p>
Th Oct 13 Thursday	<p>Early Intervention</p> <p>Writing Quality Individualized Education Programs</p>	<p>Heward Ch. 14</p> <p>Bring the IEP workbook</p> <p>Due today: Practicum Reflection Log 1</p>
Week 8		
T Oct 18 Tuesday	<p>Midterm Exam Opens at 8:00 am and Closes at 8:00 pm</p>	<p>Due today: Professionalism Evaluation 1 Signed Hour Log (first half) Midterm Exam</p>
Th Oct 20 Thursday	<p>Temple Grandin</p>	<p>(review Heward Ch. 2)</p> <p>IEP workbook TMT</p> <p>Due today: Signed Cooperating Teacher Contract 2</p>
Week 9		
T Oct 25 Tuesday	<p>Temple Grandin</p>	<p>Heward Ch. 15</p> <p>IEP workbook TMT</p> <p>Due today: Connection Journal 7</p>
Th Oct 27 Thursday	<p>IEP Process and the IEP Team</p> <p>Collaboration in IEP Meetings</p> <p>Transition</p>	<p>Due today: IEP Workbook Ch 1-3</p>
Week 10		

T Nov 01 Tuesday	<p>Find and share a scripture related to our learning in this class.</p> <p>Inclusion in Faith-based settings - Teach the Spirits</p> <p>Inclusion Activity</p> <p>Family Impact</p>	<p>Heward Ch. 3</p> <p>Due today: Scripture Assignment Connection Journal 8</p>
Th Nov 03 Thursday	<p>Front of the Class</p>	<p>Due today: IRIS RTI Module</p>
Week 11		
T Nov 08 Tuesday	<p>Front of the Class</p> <p>Preview the Tier 2 Intervention Assignment</p>	<p>Due today: IEP Workbook Ch 4-6 Front of the Class</p>
Th Nov 10 Thursday	<p>By Study, By Faith</p> <p>Assessment and Evaluation</p> <p>Response to Intervention & Positive Behavior Support</p>	<p>WETSKA Part 3</p>
Week 12		
T Nov 15 Tuesday	<p>Field Trip to Oakridge modified</p> <p>Amber Kent Norris</p>	<p>Due today: IRIS Assessment Module</p>
Th Nov 17 Thursday	<p>Final Project Organization</p> <p>Haley Staten</p> <p>Accommodations: Academic and Social/Behavioral</p> <p>IEPs</p>	<p>WETSKA Part 2</p> <p>WETSKA Part 4</p> <p>Start getting signatures on field experience documents</p> <p>Due today: Connection Journal 9 Connection Journal 10</p>
Week 13		
T Nov 22 Tuesday	<p>Friday Instruction</p>	

Th Nov 24 Thursday	Thanksgiving	
Week 14		
T Nov 29 Tuesday	Accommodations Learning in Field Experience Flex time	Due today: Tier 2 Intervention Plan
Th Dec 01 Thursday	Exam Review Partner Collaboration	Due today: Signed Hour Log (second half) Practicum Reflection Log 2 Professionalism Evaluation 2
Week 15		
T Dec 06 Tuesday	Share Final Projects	Final Project written report and presentation Class Oral Presentation Final Project
W Dec 07 Wednesday		
Th Dec 08 Thursday	Last class period All course work due. Share Final Projects	Attendance/Participation /Professionalism Points Student ratings
F Dec 09 Friday	Fall Exam Preparation (12/09/2022 - 12/09/2022)	Final Exam Opens
Sa Dec 10 Saturday		Final Exam Closes