

Instructor/TA Info

Instructor Information

Name: Carrie Eichelberger
Office Location: 340-C MCKB
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Course Information

Description

CPSE 440 Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Item	Price (new)	Price (used)
 <u>Your Complete Guide to Transition Planning and Services - Required</u> by Morningstar, M	29.95	22.50

Learning Outcomes

History and foundations of secondary school special education

1. Describe the historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Services and strategies for secondary school special education

2. Describe evidence-based and culturally sensitive services, instructional strategies, learning experiences, and learning materials for secondary students with disabilities.

Assessment and technology for secondary school special education

3. Use appropriate assessment, adaptations and technology for individuals with disabilities.

Transition for secondary students with disabilities

4. Use evidence-based and culturally sensitive resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%

E	0%
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Grading Policy

Assignments are due prior to the start of class. Any assignments turned in after are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week, assignments will not be accepted.

Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared.

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not a university excused absence. If there is a question if an absence is university excused or not please talk to the professor.

Attendance Policy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Assignments

Assignment Descriptions

Chapter 1 Study Guide

Jan
11

Due: Tuesday, Jan 11 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 2 Study Guide

Jan
13

Due: Thursday, Jan 13 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

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Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Co-Teaching: Module

Jan
20

Due: Thursday, Jan 20 at 11:59 pm

I will be gone on Thurs Jan 18th. You will complete the Co-Teaching Module instead of class.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 3 Study Guide

Jan
25

Due: Tuesday, Jan 25 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the

following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 4 Study Guide

Feb
01

Due: Tuesday, Feb 01 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 5 Study Guide

Feb
08

Due: Tuesday, Feb 08 at 11:59 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the

following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 6 Study Guide

Feb 15 Due: Tuesday, Feb 15 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Post Secondary Project (Midterm)

Feb 24 Due: Thursday, Feb 24 at 11:59 pm

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Choose ONE of the following options to complete this project:

Option 1: Read about three local colleges/programs (see assignment description for programs) are options for students with M/M disabilities and write a 1-2 page summary comparing them (pros/cons etc...).

Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. Write a 1-2page summary reflection

Option 3: Research the options from your practicum district by doing one or more of the following: a) interview a teacher who is passionate about transition services/post-secondary outcomes specifically for students with M/M disabilities (e.g., concurrent enrollment classes etc...), b) Meet with the school counselor to discuss vo-tech options available through the district, or c) Interview another professional with expertise in transition services for individuals with M/M disabilities. Write a 1-2 page summary (double spaced).

Chapter 7 Study Guide

**Mar
01**

Due: Tuesday, Mar 01 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 8 Study Guide

**Mar
08**

Due: Tuesday, Mar 08 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible

Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 9 Study Guide

Mar
15

Due: Tuesday, Mar 15 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Transition Assessment

Mar
17

Due: Thursday, Mar 17 at 11:59 pm

Complete the TPI:

- Student Rating Form (Formal) StudentRatingForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=3545374d-AC1w-NcCz-tdOZ-dTad0c0b2d32&pubhash=EFVseUj_kK6NfDxiAuRKqEWX6c3WIFKX-KX7uQGeZ89-ZXWlQYUOdNpOwV97bV0iYbdtq3Acc3ejbSp_0dUDaw==\)](#)
- School Rating Form (Formal) SchoolRatingForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=70d9f495-zmac-0FmG-4hxR-shb2685a8133&pubhash=IQ3TsTSzVYHU7pde2ctwSuT0Pw1XdrpD8E7rlivEs85mxJS7-bvl6XGx2bU6G_kjnVUnIT7E7JOMPBWTKgB8fA==\)](#)
- Profile and Further Assessment Recommendations Form (Formal, Score Sheet) ProfileandFurtherAssessmentRecommendationsForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=03ccb809-CB3u-0n4q-wR2E-cM1a85e53cb4&pubhash=8Bii8AA1MGFwc2jeR-ON-](#)

[!_JbPRBKrtfgXsa8F11ekcLnhConBagdFNnHKjk673kpxWDVIULakClxBQZvbwaPw==\)](#)

- If applicable the Home Rating Form [HomeRatingForm.pdf](#) [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=386261e7-8FHC-5vO3-hb47-DC42abfa09b8&](#)

[pubhash=LOtSy1MMvhSTeZKT_u_EZY23jmJs5L1yjq2yfD15L-cVoGGE8WMO-ATMIC-oEvG_Fvh-ng-msXC7vBIYYSfEQ==\)](#)

- TPI-Student Prefereces-InterestForm_Basic.pdf [Download \(plugins/Upload/fileDownload.php?fileId=9d8efac2-uVvw-Kn1K-uqA4-KV0d0ce054e9&](#)
[pubhash=8O3Ffn4AzA20c4hn8FWt7K8MrDc1myTjK2c3bF6Apf08ItE3e0h3O1kjC4NOU1PSDTvjKnPkLegfz06YI7_QKA==\)](#)
(Informal)

*****If you use the PDFs of the rating forms, please let me know so I can shred the correct number of originals*****

Use the completed TPI to complete the following gathering form for the participant: Transition Assessment Information Gathering Form-Final.pdf [Download \(plugins/Upload/fileDownload.php?fileId=4f3d5a36-b1m2-tegG-qu5m-w1b284c2c624&](#)

[pubhash=jkhPT9u0ibZWV0XODk4iu5MesuZDmTgr5nhgHazLCxbVPPzL6HLq79BZreHPLDZuTnN8ZxyeRDMTfd9TsCk_FQ==\)](#)

Submit copies of all completed documents in Learning Suite.

Chapter 11 Study Guide

Mar
24

Due: Thursday, Mar 24 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 10 Study Guide

Mar
24

Due: Thursday, Mar 24 at 11:59 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 12 Study Guide

**Mar
29**

Due: Tuesday, Mar 29 at 3:00 pm

For each study guide, write 1 page of notes (can be bullet points) on the chapter and a reflection answering one of the following questions:

1. What did you read that you had prior knowledge about?
2. What is something that you still have questions about?
3. Did you read about anything that you have seen in a classroom or in practicum? Describe.
4. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Final Presentation

**Apr
12**

Due: Tuesday, Apr 12 at 11:59 pm

Use your scored TPI from the Transition Assessment to complete the Final project.

Write 2 MAGs for the participant (year long goals, with all 4 criteria):

- Education/Training
- Employment
- Independent Living (even if they don't qualify, still write one--think about

Turn in:

- Scores from the formal assessment
- Filled out informal inventory
- Filled out gathering form
- 2 MAGs (based off of the inventories)
- 1-page (double spaced) Reflection--What did you learn from this process? Did any results from the assessment surprise you or the participant? What questions or issues do you want to learn more about?

Attendance/Participation

Apr
15

Due: Friday, Apr 15 at 11:59 pm

Everyone automatically has full points for attendance and participation. I will subtract points for missed days and/or missed exit tickets.

Teacher Rating (Extra Credit)

Apr
15

Due: Friday, Apr 15 at 11:59 pm

Please just state in the box if you filled out a teacher rating. I cannot see your feedback until after grades have been submitted.

Chapter Summary

Apr
15

Due: Friday, Apr 15 at 11:59 pm

Create and upload you 5 minute powerpoint chapter summary (including the 2-3 questions asked to the class) When it is your turn to present on your chapter, you do not need to complete the study guide, just upload your presentation (every member in the group needs to upload the presentation to their Learning Suite Account)

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.

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.

Diversity and Inclusion in the Classroom

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

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>).

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

Schedule

Date	Class Topic	To Do Before Class	Assignments Due
Week 1			
T Jan 04 Tuesday	Introduction and Syllabus		
Th Jan 06 Thursday	Explicit Instruction and Review		
Week 2			
T Jan 11 Tuesday	Chapter 1: Transition Planning Intro: "How?!"	Read: <ul style="list-style-type: none"> • Morningstar Chap 1 Do: <ul style="list-style-type: none"> • Chap 1 Reading Guide 	Chapter 1 Study Guide
Th Jan 13 Thursday	Chapter 2: Transition Planning overview	Read: <ul style="list-style-type: none"> • Morningstar Chap 2 Do: <ul style="list-style-type: none"> • Chap 2 Reading Guide 	Chapter 2 Study Guide

		• Chap 2 Reading Guide	
Week 3			
M Jan 17 Monday	Martin Luther King Jr Day		
T Jan 18 Tuesday	Carrie at CEC Conference-- NO CLASS! Use class time to complete Co-Teaching Module		
Th Jan 20 Thursday	Carrie at CEC Conference-- NO CLASS! Use class time to complete Co-Teaching Module		Co-Teaching: Module
Week 4			
T Jan 25 Tuesday	Chapter 3: Self-Determination	Read: <ul style="list-style-type: none">• Morningstar Chap 3 Do: <ul style="list-style-type: none">• Chap 3 Reading Guide	Chapter 3 Study Guide
Th Jan 27 Thursday	Guest Speaker: Audryn Damron (MM Teacher at Cottonwood High School)		
Week 5			
T Feb 01 Tuesday	Chapter 4: Family Involvement (Person Centered Planning)	Read: <ul style="list-style-type: none">• Morningstar Chap 4 Do: <ul style="list-style-type: none">• Chap 4 Reading Guide	Chapter 4 Study Guide
Th Feb 03 Thursday	Guest Speaker: Mr. & Mrs. Higbee (parents at Cottonwood High School)		
Week 6			
T Feb 08 Tuesday	Chapter 5: Transition Assessment (Brigance: TPI/TAGG)	Read: <ul style="list-style-type: none">• Morningstar Chap 5 Do: <ul style="list-style-type: none">• Chap 5 Reading Guide	Chapter 5 Study Guide
Th Feb 10 Thursday	Guest Speaker: Recent Graduate from Cottonwood High School		
Week 7			

T Feb 15 Tuesday	Chapter 6: School Engagement	<p>Read:</p> <ul style="list-style-type: none"> • Morningstar Chap 6 <p>Do:</p> <ul style="list-style-type: none"> • Chap 6 Reading Guide 	Chapter 6 Study Guide
Th Feb 17 Thursday	Guest Speaker: Sean Edwards (Assistant Principal at Timpview High School)	<p>Read:</p> <p>Zaretta Hammond on Equity and Student Engagement.pdf Download</p> <p>Rebora, A. (2021, December 6). Zaretta Hammond on equity and student engagement. ASCD. https://www.ascd.org/el/articles/zaretta-hammond-on-equity-and-student-engagement</p>	
Week 8			
M Feb 21 Monday	Presidents Day		
T Feb 22 Tuesday	Monday Instruction No Class!		
Th Feb 24 Thursday	Midterm: No Class! Complete the Post Secondary Project		Post Secondary Project (Midterm)
Week 9			
T Mar 01 Tuesday	Chapter 7: Inclusion (UDL)	<p>Read:</p> <ul style="list-style-type: none"> • Morningstar Chap 7 <p>Do:</p> <ul style="list-style-type: none"> • Chap 7 Reading Guide 	Chapter 7 Study Guide
Th Mar 03 Thursday	Guest Speaker: Jake Hunsaker (Severe teacher at ATEC) Digital Data Collection		
Week 10			
T Mar 08 Tuesday	Chapter 8: Employment and Career Development	<p>Read:</p> <ul style="list-style-type: none"> • Morningstar Chap 8 <p>Do:</p> <ul style="list-style-type: none"> • Chap 8 Reading Guide 	Chapter 8 Study Guide

Th Mar 10 Thursday	Guest Speaker: Brenda Cruz (Transition Specialist, Jordan School District)		
Week 11			
T Mar 15 Tuesday	Chapter 9: Postsecondary Education	Read: <ul style="list-style-type: none"> • Morningstar Chap 9 Do: <ul style="list-style-type: none"> • Chap 9 Reading Guide 	Chapter 9 Study Guide
Th Mar 17 Thursday	Guest Speaker: Phil Sudweeks (school counselor at Independence High School)		Transition Assessment
Week 12			
T Mar 22 Tuesday	Chapter 10: Independent Living (Budgeting/Finances etc...) Chapter 11: Interpersonal Engagement (Social/Emotional and Leisure/Recreation) (Self-Management)	Read: <ul style="list-style-type: none"> • Morningstar Chap 10 Do: <ul style="list-style-type: none"> • Chap 10 Reading Guide Read: <ul style="list-style-type: none"> • Morningstar Chap 11 Do: <ul style="list-style-type: none"> • Chap 11 Reading Guide 	
Th Mar 24 Thursday	Guest Speaker: Jennifer Hendrick (MM Teacher at Provo High)		Chapter 10 Study Guide Chapter 11 Study Guide
Week 13			
T Mar 29 Tuesday	Chapter 12: Interagency Collaboration	Read: <ul style="list-style-type: none"> • Morningstar Chap 12 Do: <ul style="list-style-type: none"> • Chap 12 Reading Guide 	Chapter 12 Study Guide
Th Mar 31 Thursday	Wrapping It All Up--Review		
Week 14			
T Apr 05 Tuesday	Guest Speaker: Aimee Langone (Coordinator at UT Vocational Rehabilitation)		
Th Apr 07 Thursday	Final Presentations (First		

	Half)		
Week 15			
T Apr 12 Tuesday	Last Day of Class! Final Presentations		Final Presentation
Th Apr 14 Thursday	Winter Exam Preparation (04/14/2022 - 04/14/2022)		
F Apr 15 Friday	First Day of Winter Final Exams (04/15/2022 - 04/20/2022)		Attendance/Participation Teacher Rating (Extra Credit) Chapter Summary