

Instructor/TA Info

Instructor Information

Name: Christian Sabey

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TA Information

Name: Abby Dunn

Office Hours: Only By Appointment

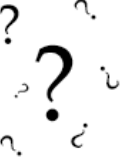
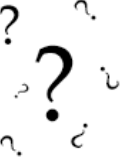
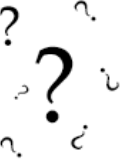
Email: dunnabi2@byu.edu

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>Exceptional Children 11e - Required</u> by Heward, W</p>	113.35	85.00
 <p><u>WKBK IEPs: Guide to Writing Individualized Education Programs 4e - Required</u> by Gibb, G</p>	46.60	35.00
 <p><u>What Every Teacher Should Know About Adaptations... - Optional</u> by Carter, N</p>	24.99	18.75

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

All quizzes are administered during class. **You cannot make up any quizzes.** You will be able to drop your lowest quiz score. The reason for dropping the lowest quiz score is to account for an emergency. It is not to account for just having an off day. Quizzes are a "must be present to win" situation. You must be physically in class to participate in the quiz, unless you have received permission prior to the beginning of class. Please do not share the Nearpod join code with anyone who is not physically in class. Doing so will result in getting a zero on the quiz for that day.

Late assignments are a struggle for me and a burden for the TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material and developed the necessary skills. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE NECESSARY SKILLS. THE GRADE WILL FOLLOW.**

At their best, grades are a very vague approximation of what you have learned and what skills you have developed. The process of evaluation and grading is not precise. When we grade your work, there will always be an element of "making a judgement". You may disagree with the judgement what we have made, but we typically will not change grades based on a disagreement about a judgement. If we have made a mistake, which we do, let us know and we'll make the correction.

Participation Policy

Please come prepared with at least one question for each class period. You don't have to ask a question each class period, but come prepared with a question.

Please ask the hard questions when you have them.

We have limited time together and a lot to learn, so please be here when you are here (e.g., avoid working on other things while we are in class together).

Attendance Policy

Your in-person attendance will be tracked via Nearpod.

There will be a "preparation/attendance" quiz question early in each class period. Arriving early will ensure that you are prepared to answer that question

that you are prepared to answer that question.

If your attendance becomes a problem then your grade may be adjusted accordingly.

Notes

I reserve the right to make changes to the course schedule, content, and assignments as needed to best suit this semester of the course.

Assignments

Assignment Descriptions

Who am I?

Jan
10

Due: Wednesday, Jan 10 at 8:00 am

CPSE 203_2018_Who Am I Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=588b44a4-QH0w-Tod0-nHvY-nS63b5c4f0e1&pubhash=h5oO2LdqpbRc4tMyJhadu-ourxQRzJm_qFCQUyJ8gQH_zaDwbzVCm0AgD6RoDO9Xna4IHAcP93seYMNp6_CoSA==\)](#)

Who am I narrative version.docx [Download \(plugins/Upload/fileDownload.php?fileId=4d3be8b5-7O5d-V6xx-sWSq-](#)

[Uo974f675769&pubhash=nt7zhuZQDid9hCz11rhqE9OemXyDeHcFhwV7vajYDG23Qg_2HX82EKjuZUT5iZnZR_5AyQM1zcX](#)

Pick ONE of the above forms and fill it out.

Quiz #1

Jan
10

Due: Wednesday, Jan 10 at 11:59 pm

Quiz #2

Jan
22

Due: Monday, Jan 22 at 11:59 pm

Quiz #3

Jan
24

Due: Wednesday, Jan 24 at 11:59 pm

Quiz#4

Jan
29

Due: Monday, Jan 29 at 11:59 pm

Quiz #5

Jan
31

Due: Wednesday, Jan 31 at 11:59 pm

Signed Cooperating Teacher Contract 1

Jan
31

Due: Wednesday, Jan 31 at 11:59 pm

Have the attached contract signed by cooperating teacher and Confidentiality contract.

203 Volunteer Contract .doc [Download \(plugins/Upload/fileDownload.php?fileId=54593d1b-5Kkb-o1vK-jtsY-](#)

[xg195ac34bc4&pubhash=qY4rwoGoy7TEHejv81gn1VXrsFoUyfRVtT7-yCgW5F19xj9CcTgMP2Ai2vO8_b4a0JjnxpwkxcyklaiccpvIXg==\)](#)

Confidentiality Agreement F07.pdf [Download \(plugins/Upload/fileDownload.php?](#)

[fileId=e6127452-8MCS-3aQC-dbV1-](#)

[YPbf9002722c&pubhash=bj1xhQ5Ky62_o2ttkSdFuYIlpL8lxG9i0ZuK23UUCk3wLwESsF9pPy035cjWIsY0iFmVgddHF96yUnF](#)

Quiz #6

Feb
05

Due: Monday, Feb 05 at 11:59 pm

Quiz #7

Feb
07

Due: Wednesday, Feb 07 at 11:59 pm

Quiz #8

Feb
12

Due: Monday, Feb 12 at 11:59 pm

Quiz #9

Feb
14

Due: Wednesday, Feb 14 at 11:59 pm

Quiz #10

Feb
20

Due: Tuesday, Feb 20 at 11:59 pm

Quiz #11

Feb
21

Due: Wednesday, Feb 21 at 11:59 pm

Quiz #12

Feb
26

Due: Monday, Feb 26 at 11:59 pm

Quiz #13

Feb
28

Due: Wednesday, Feb 28 at 11:59 pm

Professionalism Evaluation 1

Feb
28

Due: Wednesday, Feb 28 at 11:59 pm

Cooperating Teacher Evaluation.doc [Download \(plugins/Upload/fileDownload.php?fileId=6d87d3f1-o4Ws-dOsM-iTEz-KHcf1d031446&pubhash=YI51v7pyXGMvATQESv90fB5EhsuUZJnfmiDO-XzmVVjwGVs3OkNgYzvQZtBP3p4YkKh19WHdgO02b3utfm1UqA==\)](#)

Signed Hour Log (first half)

Feb
28

Due: Wednesday, Feb 28 at 11:59 pm

403 Practicum Hourly Log [Download \(plugins/Upload/fileDownload.php?fileId=cf55f7c5-pYJ1-ghiH-ITZd-j223cf12535b&pubhash=B0LD39dmbZ3MEg6HzU1hkIcLO4CyHiyN_HOsNEsDBdoAR79kn47aX5QLFAUMvycnuYwaZorlh7X8f3BRg==\)](#)

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

Quiz #14

Mar
04

Due: Monday, Mar 04 at 11:59 pm

Signed Cooperating Teacher Contract 2

Mar
04

Due: Monday, Mar 04 at 11:59 pm

203 Volunteer Contract.doc [Download \(plugins/Upload/fileDownload.php?fileId=f77a3f38-YIXn-WsTW-wbpM-Ni0a7b4dd488&pubhash=booTPvlyP1W0k6i-vN5v0xnKya6YiBVyilb-4HuU1bMtSO6Nk7ReKyzJtSZNZQEh0rvp9uzzTKSh30AaYTX8DQ==\)](#)
CONFIDENTIALITY AGREEMENT.docx [Download \(plugins/Upload/fileDownload.php?fileId=86582650-1IUk-wUvw-skok-De3d7de2a755&pubhash=5TsrqMyoJrVpOWQQhm_dvPpx558YlnpncwodXM-PjCWE6l0xl63W75QN5UkqCaee2mjWZ6C7ohNQzPIEVJJZA==\)](#)

Practicum Reflection Log 1

Mar
04

Due: Monday, Mar 04 at 11:59 pm

1. Where did you do part 1 of your practicum? (the school, the setting)
2. What are the dates and times you volunteered?
3. What kinds of things did you do while volunteering?
4. What lessons have you learned about:
 - a. Being a SPED teacher
 - b. Being a student with a disability in school
 - c. How teachers can help/support students in schools



How teachers can help/support students in schools

Quiz #15**Mar
13**

Due: Wednesday, Mar 13 at 11:59 pm

Midterm**Mar
13**

Due: Wednesday, Mar 13 at 11:59 pm

Complete the midterm closed note, closed book, closed internet except for the browser you are taking the test on.

Quiz #16**Mar
18**

Due: Monday, Mar 18 at 11:59 pm

Quiz #17**Mar
20**

Due: Wednesday, Mar 20 at 11:59 pm

Quiz #18**Mar
25**

Due: Monday, Mar 25 at 11:59 pm

Quiz #19**Mar
27**

Due: Wednesday, Mar 27 at 11:59 pm

Quiz #20**Apr
01**

Due: Monday, Apr 01 at 11:59 pm

Step 1 & 2 completed**Apr
01**

Due: Monday, Apr 01 at 11:59 pm

Turn in a picture of your completed step 1 & 2 work sections. You will be graded on doing them correctly, so ask lots of questions in class!

Quiz #21**Apr
03**

Due: Wednesday, Apr 03 at 11:59 pm

Quiz #22**Apr**

08

Due: Monday, Apr 08 at 11:59 pm

Quiz #23**Apr
10**

Due: Wednesday, Apr 10 at 11:59 pm

Professionalism Evaluation 2**Apr
10**

Due: Wednesday, Apr 10 at 11:59 pm

Cooperating Teacher Evaluation .doc [Download \(plugins/Upload/fileDownload.php?fileId=10b58c82-9T2m-5aLL-IGt8-UJ566ada3980&pubhash=m3TcMDTxdOP3keBDY3NIR3fJ7MyalzW48cbpSJ7E2MM_yEQewMag257-reahbhIKVxQS2AcXFCAIsN6PuM2CQ==\)](#)

Step 3 & 4 completed**Apr
10**

Due: Wednesday, Apr 10 at 11:59 pm

Turn in a picture of your completed step 3 & 4 work sections. You will be graded on doing them correctly, so ask lots of questions in class!

Practicum Reflection Log 2**Apr
10**

Due: Wednesday, Apr 10 at 11:59 pm

Same as for log #1.

Signed Hour Log (second half)**Apr
10**

Due: Wednesday, Apr 10 at 11:59 pm

403 Practicum Hourly Log.doc [Download \(plugins/Upload/fileDownload.php?fileId=cf3e1284-i7GN-JEgR-Ejps-wcfdb9cab6bf&pubhash=ORYgy6AKdOtDftNScwwrrhoJ7hifWRIFwcYnLPWD2yivYEWzhRaUlvAmoKK7TI-Mt-Vp2CZ75SLJaNtCzSLfKQ==\)](#)

Quiz #24**Apr
15**

Due: Monday, Apr 15 at 11:59 pm

Student ratings**Apr
15**

Due: Monday, Apr 15 at 11:59 pm

participation in course evaluation

Final Project**Apr
15**

Due: Monday, Apr 15 at 11:59 pm

15

This project is a combination of what you learned in class throughout the semester and your experiences in the classrooms you visited. Create a presentation that is both visually pleasing and informative. This does not need to be perfect, but it needs to reflect thought and effort. Include the following 3 things:

1. When applying for the Special Education program you need to decide if you want to do mild/moderate or severe. Which would you choose? How did your experience on campus and in the classroom inform this decision?
2. Choose one student that you worked with this semester. Please describe what you observed about this student, including what disability category they fall under. If you aren't sure which category they fall under, describe which category you think they fall under and why.
3. Explain what you would do with this student if they were in your class. This can be things you observed in the classroom, and also things you learned throughout the semester. Please be specific about why you like these approaches for this particular student. This can include, but is not limited to:
 - a. educational approaches
 - b. accommodations
 - c. class adaptations
 - d. technology
 - e. IEP goals
 - f. transition plans
 - g. assessments
 - h. integration

Step 5,6, & 7 completed

**Apr
15**

Due: Monday, Apr 15 at 11:59 pm

Turn in a picture of your completed step 5, 6, & 7 work sections. You will be graded on doing them correctly, so ask lots of questions in class!

Low Incidence Disabilities Fact Sheets

**Apr
17**

Due: Wednesday, Apr 17 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.

Quiz #25

**Apr
17**

Due: Wednesday, Apr 17 at 11:59 pm

Extra Credit

**Apr
18**

Due: Thursday, Apr 18 at 11:59 pm

Final

**Apr
24**

Due: Wednesday, Apr 24 at 11:59 pm

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

The health and well-being of students is of paramount importance at Brigham Young University. If you or someone you know has experienced sexual harassment (including sexual violence), there are many resources available for assistance.

In accordance with Title IX of the Education Amendments of 1972, BYU prohibits unlawful sex discrimination, including sexual harassment, against any participant in its education programs or activities. The university also prohibits sexual harassment by its personnel and students. Sexual harassment occurs when

- a person is subjected to unwelcome sexual speech or conduct so severe, pervasive, and offensive that it effectively denies their ability to access any BYU education program or activity;
- any aid, benefit, or service of BYU is conditioned on a person's participation in unwelcome sexual conduct; or
- a person suffers sexual assault, dating violence, domestic violence, or stalking on the basis of sex.

University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way, including through face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of sexual harassment 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 confidential resources for those affected by sexual harassment, including the university's Sexual Assault Survivor Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Harassment Policy, reporting requirements, and resources can be found at <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.

Optional Attendance

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.

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.

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>).

Schedule

Date	Topic	Reading/ Content	Assignments	Slides
Week 1				
M Jan 08 Monday	Start of Classes Introductions and Orientation			1 Intro do SPED 1.8.24.pdf Download
W Jan 10 Wednesday	Purpose of SPED	Heward Ch. 1	Who am I? Quiz #1	2 Purpose of SPED 1.10.2024.pdf Download

Week 2				
M Jan 15 Monday	Martin Luther King Jr Day			
W Jan 17 Wednesday				
Week 3				
M Jan 22 Monday	Planning and Providing SPED Services	Heward Chapter 2	Quiz #2	3 Planning and providing 1.22.24.pdf Download
W Jan 24 Wednesday	Collaborating with Families	Heward Chapter 3	Quiz #3	4 Collaborating w Parents 1.24.24.pdf Download
Week 4				
M Jan 29 Monday	Intellectual Disabilities	Heward Chapter 4	Quiz#4	5 Intellectual Disability 1.29.24.pdf Download
W Jan 31 Wednesday	Learning Disabilities	Heward Chapter 5	Signed Cooperating Teacher Contract 1 Quiz #5	6 Learning disabilities 1.31.24.pdf Download
Week 5				
M Feb 05 Monday			Quiz #6	
W Feb 07 Wednesday	Emotional and Behavioral Disorders	Heward Chapter 6	Quiz #7	8 EBD 2.7.24.pdf Download
Week 6				
M Feb 12 Monday	Autism Spectrum Disorder	Heward Chapter 7	Quiz #8	9 ASD 2.12.24.pdf Download
W Feb 14 Wednesday	Communication Disorders	Heward Chapter 8	Quiz #9	10 Communication Disorders 2.14.24 (1).pdf Download
Week 7				
M Feb 19 Monday	Presidents Day			
T Feb 20 Tuesday	Monday Instruction Deafness and Hearing Loss	Heward Chapter 9	Quiz #10	11 Deaf 2.20.21.pdf Download

W Feb 21 Wednesday	Guest Speaker: Joel Coleman from the school for the deaf and the blind		Quiz #11	
Week 8				
M Feb 26 Monday	Blindness and Low Vision	Heward Chapter 10	Quiz #12	13 Blind 2.26.24.pdf Download
W Feb 28 Wednesday			Quiz #13 Professionalism Evaluation 1 Signed Hour Log (first half)	
Week 9				
M Mar 04 Monday	ADHD, Health impairments, and physical disabilities	Heward Chapter 11	Practicum Reflection Log 1 Signed Cooperating Teacher Contract 2 Midcourse Evaluation: Complete by TUESDAY Midcourse Eval	14 OHI 3.4.24.pdf Download
				
			Quiz #14	
W Mar 06 Wednesday	Midcourse evaluation and Midterm Review			
Th Mar 07 Thursday	Midterm Opens			
Week 10				
M Mar 11 Monday	Midterm Exam			

W Mar 13 Wednesday	Low-Incidence Disabilities: Multiple Disabilities, Deaf-Blindness, and Traumatic Brain Injury Midterm Closes	Heward Chapter 12	Quiz #15	
Week 11				
M Mar 18 Monday	Gifted and Talented	Heward Chapter 13	Quiz #16	
W Mar 20 Wednesday	Early Childhood SPED	Heward Chapter 14	Quiz #17	
Week 12				
M Mar 25 Monday	Transition to Adulthood	Heward Chapter 15	Quiz #18	
W Mar 27 Wednesday	Parent Panel	IEP Workbook: Introduction & Meet Our Students	Quiz #19	
Week 13				
M Apr 01 Monday	IEP Workbook	Step 1 & Step 2 Just do the reading, don't complete any of the written work - this will be done in class.	Quiz #20 Step 1 & 2 completed	
W Apr 03 Wednesday	Guest Speaker: Jared Steward, Autism Ambassador		Quiz #21	
Week 14				
M Apr 08 Monday			Quiz #22	

W Apr 10 Wednesday	IEP Workbook	Step 3 & 4 Just do the reading, don't complete any of the written work - this will be done in class.	Professionalism Evaluation 2 Practicum Reflection Log 2 Quiz #23 Signed Hour Log (second half) Step 3 & 4 completed	
Week 15				
M Apr 15 Monday	IEP Workbook Student Ratings Final Project Presentation Final Project	Just do the reading, don't complete any of the written work - this will be done in class. Step 5, 6, & 7	Student ratings Quiz #24 Step 5,6, & 7 completed	
W Apr 17 Wednesday	Last Day of Class Final Review Final Project Presentation		Quiz #25 Low Incidence Disabilities Fact Sheets	
Th Apr 18 Thursday	Exam Preparation Day		Extra Credit	
Week 16				
M Apr 22 Monday	Final Exam Day			
T Apr 23 Tuesday	Final Exam Day			
W Apr 24 Wednesday	Final			