

Instructor/TA Info

Instructor Information

Name: Ryan Kellems

Office Location: 340-F MCKB

Office Phone: 801-422-6674

Email: rkellems@byu.edu

TA Information

Name: Rylie Davies

Email: rdclayton2020@gmail.com

Course Information

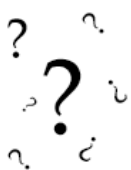
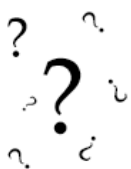
Description

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)
 <p><u>Your Complete Guide to Transition Planning and Services - Required</u> by Morningstar, M</p>	34.95	26.25
 <p><u>Evidence-Based Instructional Strategies For T - Required</u> by Test, D</p>	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
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A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Grading Policy

Assignments are due prior to the start of class. Any assignments turned in after are considered late. Late assignments and quizzes will not be accepted.

Attendance Policy

Attendance is a professional expectation. Regular attendance will be taken.

Simply letting the professor know you will not be in class while courteous does not mean the absence is excused. Under specific circumstances an absence may be excused. Please talk to the instructor.

Assignments

Assignment Descriptions

Chapter 1 Quiz

Jan
17

Due: Wednesday, Jan 17 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 1 and Test Chapter 1. Please complete quiz after you have read the chapters.

Chapter 2 Quiz

Jan
29

Due: Monday, Jan 29 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 2 and Test Chapter 5. Please complete quiz after you have read the chapters.

Chapter 3 Quiz

Feb
05

Due: Monday, Feb 05 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 3. Please complete quiz after you have read the chapter.

Chapter 4 Quiz

Chapter 4 quiz**Feb** Due: Monday, Feb 12 at 12:00 pm**12**

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 4. Please complete quiz after you have read the chapter.

Transition IEP Components**Feb**
15 Due: Thursday, Feb 15 at 11:59 pm

CPSE_440- Transition IEP Components.docx [Download \(plugins/Upload/fileDownload.php?fileId=02a04d28-Xj2s-wYkE-oNd7-Uua5056261f3&pubhash=i8ZgFitX-vB_xqsRoCz39sBd3PNgd035vDPgMgNffUDOU9lwt4O-v9T7iSmW10VgUo5Hc1noyA_xA56wpUqAOA==\)](#)

Complete the Components of a Transition IEP form (above) for a transition-age youth with a disability. Please **use pseudonym** if using a real student (i.e., Do not provide any identifying information)

Chapter 6 quiz**Feb**
20 Due: Tuesday, Feb 20 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 6. Please complete quiz after you have read the chapter.

Observation of an Entry Level Job**Feb**
20 Due: Tuesday, Feb 20 at 1:55 pm

CPSE 440- Observation of an Entry Level Job.docx [Download \(plugins/Upload/fileDownload.php?fileId=499a8983-Pf3D-tENi-qjbj-VW2fe89e902a&pubhash=P1JShoo_0RgYLEmTRJjntKVTtdaRDvM1EyXhHAJTDup4mXCbdo8IOGE6-nduUSv6LivCEcialOabJYzirzEH3A==\)](#)

CPSE 440: Observation of an Entry Level Job

Purpose of the observation: To identify the academic, social, and executive functioning skills entry level workers need to obtain and maintain a job.

Directions: Identify an entry level job (e.g., gas station attendant, bagger/stocker, Wal-Mart, Fred's, theater) that a transition age student with or without a diploma could obtain. Observe the setting to conduct a job analysis of the site; use the attached form. Afterward, identify one task at the site and develop the task analysis that you would use to teach the individual actions or steps needed to successfully complete the task.

Submit the following: (document above)

- **Completed Job Analysis Form (5pts)** - is a description of the environmental and social characteristics of a work site, the jobs or tasks a worker is expected to perform, and potential supports available at the specific work site.
- **Completed Task Analysis (5 pts)** – remember that for a vocational task it is okay to have more than 5 steps.
- **Reflection Paper** – this should be a narrative, not list of questions and answers. The questions below are there simply to guide your reflection. You do not need to include answers to every question.

Submit a 1-2 page reflection of the observation (10 pts). What barriers to obtaining and keeping this job

might a person with a non-cognitive disability experience? What accommodations or modifications might be appropriate on the job? What transition services would a person need to obtain and maintain this job?

Could a person with a cognitive impairment successfully do this job? What accommodations/ modifications might be appropriate? Describe the job you would carve for a person with significant disabilities based on the tasks you observed at this site? What are the specific tasks associated with the job you are carving; how often would the tasks be performed; what supports would be needed?

Chapter 5 quiz

Feb
28

Due: Wednesday, Feb 28 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 5 and Test Chapter 2. Please complete quiz after you have read the chapters.

CPSE 440 Midterm

Mar
01

Due: Friday, Mar 01 at 11:59 pm

Chapter 10 Quiz

Mar
06

Due: Wednesday, Mar 06 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 10 and Test Chapter 7. Please complete quiz after you have read the chapters.

Chapter 9 Quiz

Mar
11

Due: Monday, Mar 11 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 9. Please complete quiz after you have read the chapter.

Co-Teaching Observation/RTI Observation

Mar
13

Due: Wednesday, Mar 13 at 11:59 pm

If you were not able to accomplish this in your second setting, you can write about a previous setting.

Observe two hours in a co-taught secondary setting in any subject.

or

Observe 2 hours a in a secondary setting or settings that are addressing students needs in Tier 1 or Tier 2 in a RTI model (flex time would be appropriate).

Submit a two page double spaced reflection of what you learned.

Chapter 7 quiz

Mar
18

Due: Monday, Mar 18 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the

completed study guide. This Quiz covers Morningstar chapter 7 and Test Chapter 8. Please complete quiz after you have read the chapters.

Community Mapping Report

Mar
18

Due: Monday, Mar 18 at 11:59 pm

Community Mapping Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=e1be95be-B7Pe-Y7vd-HW1N-N12c7427bbec&pubhash=HxswGhU5CLVL6MoREk6WJwuEDAhWVtWG3wlpMTEUYQ_AN-3ZllyZe3NVBYzsvtmO823zFthRqZFNQ5tPoYMDJA==\)](#)

Chapter 8 Quiz

Mar
25

Due: Monday, Mar 25 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 8 and Test Chapter 6. Please complete quiz after you have read the chapters.

Transition Assessment

Apr
03

Due: Wednesday, Apr 03 at 11:59 pm

Step 1:

You must administer TWO transition assessments (1 informal and 1 formal) to a student in your Practicum setting (preferably a student whose IEP is coming up soon, but it is not required). **You can use any transition assessment that the school/district prefers, but you must administer one informal AND one formal transition assessment.**

- Informal assessments can include but are not limited to:
 - personal interview of student
 - classroom or school-created assessments
 - color personality tests
 - other online assessments
- Formal assessments include but are not limited to:
 - Transition Planning Inventory (TPI)
 - Brigance Transition Assessment
 - O*NET (online)

If your school/district do not have a preferred formal assessment, you can choose to use the Transition Planning Inventory (TPI) or the Brigance Transition Assessment. You can check out the Brigance Transition Assessment from the student secretaries. If you use the TPI, you should administer all of the following:

- StudentRatingForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=e222c981-NOxV-v723-k0qZ-WI0738a2b244&pubhash=0ainH1TTRu5CKjYluoSLQ5zk6D8C97cNOWtM3WynP7B7PnBI5SBxi9pC1PXJ5Sxa19QRU0fXP5g==\)](#)
- SchoolRatingForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=6f98dde4-vclH-T0az-bUrt-DB0d7ff67203&pubhash=Dd--DtB5PxFzWH4ESvGNv1re-RDvlyXzwyfjkiF_iWhNwtcLrtPBDrpcQ3o3Ag6LmtQdwYIHfS3Dx_hHvdURA==\)](#)
- TPI-Student Prefereces-InterestForm_Basic.pdf [Download \(plugins/Upload/fileDownload.php?fileId=cd61adb6-6USM-BIGA-1MgO-Zd99a0921605&pubhash=YorKdms7YtnVYZ6kFp_FFdfDa_5UJtHQelwrlhBvR_E5oSTbbvtKaAmp_OuHzV4avxqMQz8rE\)](#)
- *If applicable the Home Rating Form (OPTIONAL)HomeRatingForm.pdf* [Download \(plugins/Upload/](#)

[fileDownload.php?fileId=d07156ed-hf10-VwVI-2NrX-](#)

[5P0c66c1c41c&pubhash=4HFuW1Zh1ORhoD7nH8itRng2JFIShoksk9iCbSha2uRKQ5QhDALcNM9Cdvxj_f_MXVq5g0-zUdUzWWIKKWgDvg==\)](#)

Step 2:

Score the transition assessment as appropriate. You can score the TPI using the following:

- [ProfileandFurtherAssessmentRecommendationsForm \(score sheet\).pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=25af009b-tmhc-vfsf-laT8-ZZ7523d388cf&pubhash=gPgEvFTWL-FXvnPcJu6Y4rUm1_m8FWqpyYpgCMIF-isPjv98mRkRdmvYNNzaM1OW5d_rSYgC_arT1uioZquc3w==\)](#)

Step 3:

Use the completed and scored assessment to complete the following gathering form for the participant: [Transition Assessment Information Gathering Form-Final.pdf](#) [Download \(plugins/Upload/fileDownload.php?fileId=41b13c76-rWBN-WbFj-QqVR-BG4f8fa66d00&pubhash=PvwZ8vm8nlEZGLklrKQsbfmmlph8eJkTa4VX5KMF7GWsnje_Zk1wZi4RlZjzhjj75E8Y-_05_54sPACXLTZBEg==\)](#)

Step 4:

Submit photo/scanned copies of the following to Learning Suite:

- completed assessment (with identifying information redacted)
- scores and/or score report of assessment
- completed Transition Assessment Information Gathering Form based on the information from the assessment

Chapter 12 quiz

Apr
08

Due: Monday, Apr 08 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 12. Please complete quiz after you have read the chapter.

Chapter 11 quiz

Apr
10

Due: Wednesday, Apr 10 at 12:00 pm

This is a closed book and internet quiz, However you can use any notes you generated yourself such as the completed study guide. This Quiz covers Morningstar chapter 11. Please complete quiz after you have read the chapter.

Final Presentation

Apr
15

Due: Monday, Apr 15 at 11:59 am

*Use the data from your Transition Assessment Assignment to complete the Final Project.

Step 1:

Write a report with the following information and submit in Learning Suite:

- Scores/data from the formal assessment
- Filled out informal inventory
- Filled out gathering form
- Background information about the student (pseudonym, age, grade, gender, basic family/home life situation, etc...)
- Any pertinent information about the administration of the assessments (the date(s), how long it took,

- Any pertinent information about the administration of the assessments (the date(s), how long it took, student's affect, etc...)
- Write a PLAAFP with the following information gleaned from the assessment data:
 - At least one area of interest the student showed in education/training
 - At least one area of interest for the student showed in future employment
 - At least 2 areas of strengths and 2 areas the student needs to work on in either education & employment
- Write at least 2 MAGs for the participant (year-long goals). One for each of the IDEA required areas of:
 1. Education/Training
 2. Employment
 3. Independent Living (*****optional, if applicable to the student's needs*****)
- 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?

*Remember, a well-written PLAAFP statement must contain information that:

- Describes the student's needs in an academic and/or functional skill area
- States the impact of the student's disability on her involvement in the general education curriculum
- Documents the student's current levels of performance, which will serve as baseline data to measure her subsequent progress
- Informs the annual goals and the appropriate special education services and supports required to meet those goals.

*Remember, a high-quality measurable annual goals should:

- Address academic and/or functional needs identified in a PLAAFP statement
- Be guided by grade-level content standards and therefore tied to participation in the general education curriculum
- Include benchmarks or short-term objectives (for students taking alternate assessments aligned to alternate achievement standards)
- Help IEP team members determine whether a student is making educational progress and whether the special education program is providing meaningful educational benefit
- Lead to a corresponding special education service

Step 2:

Prepare to present a summary of all the information in your written report in class (5-8 min):

- Background information about the student
- Data from your Transition Assessment including:
 - Names of Assessments
 - Any pertinent information about the administration of the assessments (the date(s), how long it took, student's affect, etc...)
- PLAAFP with the following information gleaned from the assessment data:
 - At least one area of interest the student showed in education/training
 - At least one area of interest for the student showed in future employment
 - At least 2 areas of strengths and 2 areas the student needs to work on
- 2 MAGs for the participant (year-long goals). One for each of the IDEA required areas of:
 1. Education/Training
 2. Employment
 3. Independent Living (*****optional, if applicable to the student's needs*****)
- Briefly reflect on what you learned (about the student and/or the Transition planning process)

***Check** CPSE 440 Transition Planning Final Rubric.docx [Download \(plugins/Upload/fileDownload.php?fileId=62d842f5-lAik-4eXW-aSb0-OWa880b1ff0a&pubhash=FaYkPdJcJI8igD1FSTAbUOn5ZCKgjZzColJMIafPbZ__7pgCwPiuaxAP4zjqJdjHD15DNTS1SApFM.3Clg==\)](#)

for clear expectations about scoring*

Attendance/Participation

Apr
17

Due: Wednesday, Apr 17 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.

CPSE 440 Final

Apr
20

Due: Saturday, Apr 20 at 11:59 pm

This exam is closed everything. You are not allowed to use your textbook or another sources of information. You must complete this test in one sitting. The exam must be completed by April 15th at 11:59 pm, not started then. NO LATE FINALS WILL BE ACCEPTED.

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

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.

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	Schedule	do before class	Reading Assignments
Week 1			

M Jan 08 Monday	Start of Classes Introduction and Syllabus	Course Introduction	
W Jan 10 Wednesday	History of Transition	Chapter 1 Quiz Opens	
Week 2			
M Jan 15 Monday	Martin Luther King Jr Day NO CLASS!		
W Jan 17 Wednesday	Chapter 1: Transition Planning Intro: "How?!" History of Transition	Read: <ul style="list-style-type: none"> • Morningstar Chap 1 • Test Chap 1 Do: <ul style="list-style-type: none"> • Chap 1 Quiz Chapter 1 Quiz Closes	
Week 3			
M Jan 22 Monday	Tansition Planning	Chapter 2 Quiz Opens	
W Jan 24 Wednesday	Explicit Instruction		
Week 4			
M Jan 29 Monday	Chapter 2: Transition Planning overview	Read: <ul style="list-style-type: none"> • Morningstar Chap 2 • Test Chap 5 Do: <ul style="list-style-type: none"> • Chap 2 Quiz Chapter 2 Quiz Closes Chapter 3 Quiz Opens	
W Jan 31 Wednesday	Transition Planning		
Week 5			
M Feb 05 Monday	Chapter 3: Self-Determination	Read: <ul style="list-style-type: none"> • Morningstar Chap 3 Do: <ul style="list-style-type: none"> • Chap 3 Quiz Chapter 3 Quiz Closes Chapter 4 quiz Opens	

W Feb 07 Wednesday	Self-Determination		
Week 6			
M Feb 12 Monday	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 Quiz Chapter 4 quiz Closes Chapter 6 quiz Opens	
W Feb 14 Wednesday	Family Centered Planning		
Th Feb 15 Thursday		Transition IEP Components	
Week 7			
M Feb 19 Monday	Presidents Day No Class!		
T Feb 20 Tuesday	Monday Instruction Chapter 6: School Engagement	Read: <ul style="list-style-type: none"> • Morningstar Chap 6 Do: <ul style="list-style-type: none"> • Chap 6 Quiz Chapter 6 quiz Closes Observation of an Entry Level Job Chapter 5 quiz Opens	
W Feb 21 Wednesday	School Engagement Guest Speaker: Dr. Sean Edwards (Principal at Canyon Crest Elementary and former Assistant Principal at Timpview High School)	Read: Zaretta Hammond on Equity and Student Engagement.pdf Download 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	
F Feb 23 Friday		CPSE 440 Midterm Opens	
Week 8			
M Feb 26 Monday	Lavinia From Utah State Board of Education Presentation	Chapter 10 Quiz Opens	

W Feb 28 Wednesday	Transiton Assessment	Read: <ul style="list-style-type: none"> • Morningstar Chap 5 • Test Chap 2 Do: <ul style="list-style-type: none"> • Chap 5 Quiz Chapter 5 quiz Closes	
F Mar 01 Friday		CPSE 440 Midterm Closes	
Week 9			
M Mar 04 Monday	Chapter 5: Transition Assessment: Transition Planning Inventory	Chapter 9 Quiz Opens	
W Mar 06 Wednesday	Chapter 10: Independent Living (Budgeting/Finances etc...) Independent Living	Read: <ul style="list-style-type: none"> • Morningstar Chap 10 • Test Chap 7 Do: <ul style="list-style-type: none"> • Chap 10 Quiz Chapter 10 Quiz Closes	
Week 10			
M Mar 11 Monday	Chapter 9: Postsecondary Education	Read: <ul style="list-style-type: none"> • Morningstar Chap 9 Do: <ul style="list-style-type: none"> • Chap 9 Quiz Chapter 9 Quiz Closes Chapter 7 quiz Opens	
W Mar 13 Wednesday	Postsecondary Planning	Co-Teaching Observation/ RTI Observation	
Week 11			

M Mar 18 Monday	Chapter 7: Inclusion (UDL)	<p>Read:</p> <ul style="list-style-type: none"> • Morningstar Chap 7 • Test Chap 8 <p>Do:</p> <ul style="list-style-type: none"> • Chap 7 Quiz <p>Community Mapping Report Chapter 7 quiz Closes Chapter 8 Quiz Opens</p>	
W Mar 20 Wednesday	Inclusion		
Week 12			
M Mar 25 Monday	Chapter 8: Employment and Career Development	<p>Read:</p> <ul style="list-style-type: none"> • Morningstar Chap 8 • Test Chap 6 <p>Do:</p> <ul style="list-style-type: none"> • Chap 8 Quiz <p>Chapter 8 Quiz Closes</p>	
W Mar 27 Wednesday	<p>Employment and Career Development-Customized Employment</p> <p>Guest Speaker: Tim Riesen</p>		
Week 13			
M Apr 01 Monday		Chapter 12 quiz Opens	
W Apr 03 Wednesday		Transition Assessment	
Week 14			
M Apr 08 Monday	<p>Chapter 12: Interagency Collaboration</p> <p>Interagency & School Collaboration</p>	<p>Chapter 11 quiz Opens Chapter 12 quiz Closes</p> <p>Read:</p> <ul style="list-style-type: none"> • Morningstar Chap 12 <p>Do:</p> <ul style="list-style-type: none"> • Chap 12 Quiz 	

W Apr 10 Wednesday	Chapter 11: Interpersonal Engagement (Social/ Emotional and Leisure/ Recreation, Self- Management, Sexual Safety/Health)	Read: • Morningstar Chap 11 Do: • Chap 11 Quiz Chapter 11 quiz Closes	
Week 15			
M Apr 15 Monday	Wrapping It All Up-- Review Final Presentations (First Half)	Final Presentation	
W Apr 17 Wednesday	Last Day of Class Final Presentations (Second Half) Attendance/ Participation	CPSE 440 Final Opens	
F Apr 19 Friday	Final Exam Day		
Sa Apr 20 Saturday	Final Exam Day	CPSE 440 Final Closes	
Week 16			
M Apr 22 Monday	Final Exam Day		
T Apr 23 Tuesday	Final Exam Day		