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Office: Matthews 304-J  
Office Hours: Tuesday and Thursday 5:00-6:00 p.m.

ADA STATEMENT:  
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at http://disability.unt.edu. You may also contact them by phone at (940) 565-4323. Please understand that accommodations will not be retroactive.

TK20: This course does not require an assignment to be uploaded and graded in the UNT TK20 Assessment System during in which the course is taken; however, all teacher certification students are required to purchase a Tk20 account. To read more about the TK20 system, please go to the following link http://www.coe.unt.edu/tk20.

This is a BLENDED course... 51% online and 49% face-to-face  
To sign onto Blackboard (Bb) go to http://learn.unt.edu.  
Please contact Blackboard LEARN support if you have any difficulties.  
Email: helpdesk@unt.edu  
Phone: (940) 565-2324  
In person: Sage Hall, rm. 130

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. SETE is an important part of your participation in this class.

ACCESS TO INFORMATION – EAGLE CONNECT:

Your access point for business and academic services at UNT occurs at http://www.my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: http://eagleconnect.unt.edu/

1.0 Course Description:  
Transition education and services for individuals with disabilities across the lifespan with emphasis on the post secondary years. Examines the theory, models, and practice of transition planning from school to community living, post-secondary education and employment. Legislative history and practical application of skills such as transition assessment, IEP planning, job development, and job placements are also emphasized.
2.0 Course questions/Learning goals and objectives:

2.1 How is transition defined?

2.2 What is the history of provision of services to adolescents and young adults with disabilities?

2.3 Are their laws specific to the education of adolescents and young adults with disabilities?

2.4 What are the essential elements of transition?

2.5 What supports, services, and assistive technology facilitate the smooth transition of adolescents and young adults with disabilities?

2.6 What is self-determination and how is it fostered in adolescents and young adults with disabilities?

2.7 What are research best practices in transition planning?

2.8 What community resources are necessary for effective transition planning?

2.9 How can we involve families in the transition planning of adolescents and young adults with disabilities?

2.10 How can educators demonstrate culturally sensitive practices in transition planning?

3.0 Required Readings:

Text:

An electronic version is available here: http://www.coursesmart.com/9781412960212

- Other Readings as Assigned

4.1 Course Requirements:

4.2 Demonstrate Professionalism (P)

Demonstrate professionalism. 1) Plagiarism and/or academic dishonesty will NOT be tolerated. The instructor will add the necessary sanctions if academic dishonesty is discovered. This could mean failure of the course. Academic dishonesty will be filed with the Provost office. The academic integrity policy can be found at http://www.unt.edu/policy/UNT_Policy/volume3/18_1_16.pdf. If you need a refresher on what constitutes plagiarism, please go to https://www.indiana.edu/~istd/test.html. 2) Cheating of any sort is reported to the Office of Academic Integrity and is a clear violation of demonstrated professionalism. 3) Attend to peer presentations 4) If you wish to take notes with a laptop computer, you must be willing for me to look over your shoulder 5) Ability to adapt to changes as necessary for class continuity.

ACADEMIC DISHONESTY:

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam [or specify alternative sanction, such as course failure]. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and
b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Attendance policy: Students who are most successful in this class check their email and the Discussion Board and participate in discussions and practicum activities, assisting the practicum supervisor as needed, are on time, and follow practicum site guidelines – and (a) attend ALL classes on time and remain in class for the duration; (b) are prepared for and attend to class discussions; (c) are flexible to schedule changes; (d) and respect the opinions and rights of others. Attendance will be taken during the first 10 minutes of each class. Students arriving 10 or more minutes late to class or leaving early will be considered absent for that class period. This class meets on six designated Tuesday/Thursdays—Take care of any personal breaks before or after class. Students are responsible for the class content, notes, and handouts from all classes. It is not acceptable to work on other subjects while in this class. Turn off your cell phones. Please…no texting in class!

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at http://deanofstudents.unt.edu.

All assignments which are digital must be turned in on Blackboard no later than the day and time due as listed on the course calendar or assignment page. Hard copy assignments must be turned in to the instructor at the beginning of the class period. Should the instructor elect to accept any late assignment, there will be a reduction in grade.

4.3 Black Board Discussions (BBoard) Group
Students are responsible for participating in web-based group discussions and for contributing/sharing thoughts regarding particular class notes/activities in Blackboard. A minimum of 4 discussion contributions per Blackboard session is expected, which consists of one initial post and 3 responses to classmates’ posts. Due dates for each module open at varying times and will close prior to the opening of the successive module.

Due Dates—See course calendar.
120 pts. (20 points per 6 modules)

Original Posting(s) - 14 points per discussion module

Your original posting(s) each week should mention at least 2 points from the week’s readings (4 points)
• Relate new content to what you have already learned in the course to date. (2 points)
• Relate content to your own personal experiences. (2 points)
• Critically analyze the content; your posting should not be just a summary of the reading. (4 points)
• Posts should be grammatically correct and proofread for spelling errors. Be professional. There should be no internet abbreviations, such as “lol.” (2 points)

Responses to Other Student Postings - 6 points

Your responses to other students and the instructor should…
• Incorporate quotes from the other postings. (2 points)
• Be logically reasoned and supported. (2 points)
• Be grammatically correct and proofread for spelling errors. Be professional. There should be no internet abbreviations, such as “rofl.” (2 points)
4.4 Article Review (AR) Individual Activity

Read and prepare a written review of a peer-reviewed journal article about exceptional learners and their 1) transition to independence, 2) transition to post-secondary education, or 3) transition to employment. Your article must include information about assistive technology for secondary and postsecondary populations or about self-advocacy/self-determination. Be careful to select a research study, rather than an opinion piece or informational article. If you do not select a study, you will find that there are no procedures, results, or implications to report. Some appropriate journals are Exceptional Children, Behavior Disorders, and Focus on Autism and Other Developmental Disabilities. There are others, but be sure your article is research-based.

You will use APA 6th ed. formatting for this paper.

The review should include the following components, written in paragraph form and NOT enumerated. I will look for each as 1 grade.

I. Reference (APA format) and writing mechanics--(15 pts.)
II. Problem (stated in question form)--(15 pts.)
III. Procedure (how the researcher set out to answer the question)--(17.5 pts.)
IV. Results--(17.5 pts.)
V. Implications (for the field)--(15 pts.)

Due Date—See course calendar.
80 points

4.5 Assistive Technology Internet Modules (ATIM)

Go to: www.atinternetmodules.org
Create an account.
Login
(A) Click on AT Assessment Process in the School Environment
Take the pre-assessment and then work through the modules.
Take the post-assessment, scan and submit through Blackboard.

Due date—See course calendar
50 points--Demonstrated by a score of 80% or above on the post-assessment.

4.6 Go to: www.atinternetmodules.org
Create an account.
Login
(A) Click on AT Consideration in the IEP Process in the School Environment
Take the pre-assessment and then work through the modules.
Take the post-assessment, scan and submit through Blackboard.

Due date—See course calendar
50 points--Demonstrated by a score of 80% or above on the post-assessment.
Additionally, materials from 4.4 and 4.5 above will be included on the midterm examination.

4.7 Person Centered Planning Modules Individual

Go to: http://www.personcenteredplanning.org/courses.cfm
There are seven course modules. Read the introduction for each module and complete each quiz. As I am unable to grade the quizzes for these modules, there are no points assigned for this activity. However, this is an additional reading assignment and you will need the information from the modules on your midterm exam.

Due Date—See Course Calendar.
4.8 Transition Coalition Best Practices
You will need to create an account for this activity at http://transitioncoalition.org/transition/module_home.php
Click on Best Practices.

4.4.1 Work the module by 1) completing the pretest, 2) reading the vignettes, discussing the prompts, saving your answers to the portfolio, and 3) submitting your answers. Finally, print the session and the module certificate.

4.4.2 There are 3 sections to this module. You must complete ALL 3 sections of the Cultural Diversity module to receive the points for this activity.

4.4.3 Turn in a hard copy of the certificate of completion.

Students who submit the certificate of completion will receive full credit on this assignment.
Due Date—See course calendar. 50 points

4.9 Transition Coalition Secondary Transition and Cultural Diversity. Individual Activity
You will need to create an account for this activity at http://transitioncoalition.org/transition/module_home.php
Click on Secondary Transition and Cultural Diversity.

4.4.4 Work the module by 1) completing the pretest, 2) reading the vignettes, discussing the prompts, saving your answers to the portfolio, and 3) submitting your answers. Finally, print the session and the module certificate.

4.4.5 There are 3 sections to this module. You must complete ALL 3 sections of the Cultural Diversity module to receive the points for this activity.

4.4.6 Turn in a hard copy of the certificate of completion.

Students who submit the certificate of completion will receive full credit on this assignment.
Due Date—See course calendar. 50 Points
Material from 4.7 and 4.8 above will be included in the midterm examination.

4.10 Community Map Group Activity

1) Create a fictitious person—provide his/her name, date of birth, grade, disability, etc.—(5 pts.)
2) Decide and state within your paper what transition services he or she will need—(10 pts.)
3) Locate all available resources within the area (a minimum of 9)—(10 pts.)

List the organizations and their organizational goals—(10 pts.)
Provide names of contact persons, addresses, phone numbers, and cost of services—(10 pts.)
Interview a minimum of three of your resources to find out what they presently do for persons who are transitioning from high school and submit the completed interview guide—(10 pts.)
Consider what strategies they recommend be used for transitioning.
4) Discuss with your team any missing components or organizations
5) What did you find out in your interviews? What do the organizations offer?—(Include in paper). List other organizations (perhaps outside of your local area) that may be able to fill in the gaps—(10 pts.)
6) Expected outcomes—(Include in paper)

Write a 3-5 page report, in APA format (6th edition of the APA manual) on the information you found.—(25 points for paper, 5 pts. for writing mechanics and 5 pts. for APA format.) Be certain to list the names of your entire group on the cover page and provide a list of references on your reference page. There is an example of a Community Map assignment that was completed well posted to our course content page.
Due date—See course calendar.  100 points

5. EXAMS There are two exams for this class. The mid-term is worth 150 points and the final exam is worth 150 points.

5.1 Final Exam—Group Project

The Final Exam is an APA formatted paper (15 pts.) that presents a well-researched and comprehensive transition plan for the student identified in 4.2 above. It should be student-centered (25 pts.), always keeping the student’s wishes in mind. It should address self-advocacy/self-determination and the competencies that will need to be taught within the special education curriculum to prepare the student for life after school (60 pts.) It should also be mindful of necessary job coach and rehabilitation counseling roles that may be required/provided (20 pts.)

I will expect 6 double-spaced pages, apart from the cover page, abstract, and references, and prepared in 12 pt. font. (10 pts.) I will expect writing mechanics, including proper spelling that is appropriate to an educator (10 pts.) All group members must contribute to this project and all names should appear on the cover page—(10 pts.)

6.0 Grading:

Total points available:  800

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\begin{align*}
A & (90\%) = 720--800 \\
B & (80\%) = 640--719 \\
C & (70\%) = 560-639 \\
D & (60%) = .480-559 \\
F & = < 480 
\end{align*}
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EMERGENCY NOTIFICATION & PROCEDURES:

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [http://www.my.unt.edu](http://www.my.unt.edu). Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

RETENTION OF STUDENT RECORDS:

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: [http://essc.unt.edu/registrar/ferpa.html](http://essc.unt.edu/registrar/ferpa.html)
SUCCEED AT UNT:

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.

To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/](http://success.unt.edu/).

7. CEC Knowledge & Skill Base for All Beginning Special Education Transition Specialist—Competencies upon which this course is built and which are tested with the TExES EC-12 Special Education examination (#161):

**Special Education Standard #1: Foundations Transition Specialist**

**Knowledge:**
- TS1K1 Theoretical and applied models of transition.
- TS1K2 Transition-related laws and policies.
- TS1K3 History of national transition initiatives.
- TS1K4 Research on relationships between individual outcomes and transition practices.
- TS1K5 Procedures and requirements for referring individuals to community service agencies.

**Skills:** None

**Special Education Standard #2: Development and Characteristics of Learners Transition Specialist**

**Knowledge:**
- TS2K1 Implications of individual characteristics with respect to post-school outcomes and support needs.

**Skills:** None

**Special Education Standard #4: Instructional Strategies Transition Specialist**

**Knowledge:**
- TS4K1 Methods for providing community-based education for individuals with exceptional learning needs.
- TS4K2 Methods for linking academic content to transition goals.
- TS4K3 Strategies for involving families and individuals with exceptional learning needs in transition planning and evaluation.

**Skills:**
- TS4S1 Arrange and evaluate instructional activities in relation to post-school goals.

**Special Education Standard #5: Learning Environments and Social Interactions Transition Specialist**

**Knowledge:**
- TS5K1 School and post-school services available to specific populations of individuals with exceptional learning needs.

**Skills:**
- TS5S1 Identify and facilitate modifications within work and community environments.
- TS5S2 Use support systems to facilitate self-advocacy in transition planning.

**Special Education Standard #7: Instructional Planning Transition Specialist**

**Knowledge:**
- TS7K1 Job seeking and job retention skills identified by employers as essential for successful employment.
- TS7K2 Vocational education methods, models, and curricula.
- TS7K3 Range of post-school options within specific outcome areas.

**Skills:**
TS7S1 Identify outcomes and instructional options specific to the community and the individual.
TS7S2 Arrange and evaluate instructional activities in relation to post-school goals.
TS7S3 Ensure the inclusion of transition-related goals in the educational program plan.
TS7S4 Develop post-school goals and objectives, using interests and preferences of the individual.

Special Education Standard #8: Assessment Transition Specialist

Knowledge:
TS8K1 Formal and informal approaches for identifying students’ interests and preferences related to educational experiences and post-school goals.

Skills:
TS8S1 Match skills and interests of the individuals to skills and demands required by vocational and post-school settings.
TS8S2 Interpret results of career and vocational assessment for individuals, families, and professionals.
TS8S3 Use a variety of formal and informal career, transition, and vocational assessment procedures.
TS8S4 Evaluate and modify transition goals on an ongoing basis.
TS8S5 Assess and develop natural support systems to facilitate transition to post-school environments.

Special Education Standard #9: Professional and Ethical Practice Transition Specialist

Knowledge:
TS9K1 Scope and role of transition specialist.
TS9K2 Scope and role of agency personnel related to transition services.
TS9K3 Organizations and publications relevant to the field of transition.

Skills:
TS9S1 Show positive regard for the capacity and operating constraints of community organizations involved in transition services.
TS9S2 Participate in activities of professional organizations in the field of transition.

Special Education Standard #10: Collaboration Transition Specialist

Knowledge:
TS10K1 Methods to increase transition service delivery through interagency agreements and collaborative funding.
TS10K2 Transition planning strategies that facilitate input from team members.

Skills:
TS10S1 Design and use procedures to evaluate and improve transition education and services in collaboration with team members.
TS10S2 Provide information to families about transition education, services, support networks, and post-school options.
TS10S3 Involve team members in establishing transition policy.
TS10S4 Provide transition-focused technical assistance and professional development in collaboration with team members.
TS10S5 Collaborate with transition-focused agencies.
TS10S6 Develop interagency strategies to collect, share, and use student assessment data.
TS10S7 Use strategies for resolving differences in collaborative relationships and interagency agreements.
TS10S8 Assist teachers to identify educational program planning team members.
Assure individual, family, and agency participation in transition planning and implementation.

**CEC Initial Preparation Standard 6.3 (2012):**
Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

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1 “Individual with exceptional learning needs” is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2 “Exceptional Condition” is used throughout to include both single and co-existing conditions. These may include two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.

3 “Special Curricula” is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.

**Competencies Taught in EDSP 4360 that are measured with the TExES EC-12 Pedagogy and Professional Responsibilities Examination (#161):**

**DOMAIN IV — FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES**

**Competency 011:**

THE TEACHER UNDERSTANDS THE IMPORTANCE OF FAMILY INVOLVEMENT IN CHILDREN’S EDUCATION AND KNOWS HOW TO INTERACT AND COMMUNICATE EFFECTIVELY WITH FAMILIES.

The beginning teacher:
A. Applies knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations.
B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.
C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds and needs.
D. Communicates effectively with families on a regular basis (e.g., to share information about students’ progress) and responds to their concerns.
E. Conducts effective conferences with parents, guardians and other legal caregivers.
F. Effectively uses family support resources (e.g., community, interagency) to enhance family involvement in student learning.

**Competency 012:**

THE TEACHER ENHANCES PROFESSIONAL KNOWLEDGE AND SKILLS BY EFFECTIVELY INTERACTING WITH OTHER MEMBERS OF THE EDUCATIONAL COMMUNITY AND PARTICIPATING IN VARIOUS TYPES OF PROFESSIONAL ACTIVITIES.

The beginning teacher:
A. Interacts appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring).
B. Maintains supportive, cooperative relationships with professional colleagues and collaborates to support students’ learning and to achieve campus and district goals.
C. Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).
D. Understands the value of participating in school activities and contributes to school and district (e.g., by participating in decision making and problem solving, sharing
ideas and expertise, serving on committees, volunteering to participate in events and projects).
E. Uses resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs.
F. Recognizes characteristics, goals and procedures associated with teacher appraisal and uses appraisal results to improve teaching skills.
G. Works productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.
H. Understands and uses professional development resources (e.g., mentors and other support systems, conferences, online resources, workshops, journals, professional associations, coursework) to enhance knowledge, pedagogical skills and technological expertise.

Competency 013:

THE TEACHER UNDERSTANDS AND ADHERES TO LEGAL AND ETHICAL REQUIREMENTS FOR EDUCATORS AND IS KNOWLEDGEABLE OF THE STRUCTURE OF EDUCATION IN TEXAS.

The beginning teacher:
A. Knows legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse) and adheres to legal guidelines in education-related situations.
B. Knows and adheres to legal and ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).
C. Applies knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators.
D. Follows procedures and requirements for maintaining accurate student records.
E. Understands the importance of and adheres to required procedures for administering state- and district-mandated assessments.
F. Uses knowledge of the structure of the state education system, including relationships among campus, local and state components, to seek information and assistance.
G. Advocates for students and for the profession in various situations.
Tentative 2017 Class Calendar

Tuesday, July 10 — First class meeting
• Introduction to course
• Go over syllabus/course requirements
• Select group members and group names for your transition “teams”
• IDEA-2004 and Transition Planning
✓ Discussion Group One (1a and 1b) opens.
• Chapter 1: Historical and Legislative Foundations
• Watch Educating Peter
• Discuss the Community Map assignment

Thursday, July 12 — Class Does Not Meet—Begin work on Community Map Assignment
✓ Discussion Group Two opens

Tuesday, July 17 — Class meets
• Topic: Expected Outcomes
✓ Discussion Group Three opens
✓ Discussion Group One (1a and 1b) due at 6 pm.

Thursday, July 19 — Class meets
• Topic: The Role of Secondary Education
✓ Discussion Group Four opens
✓ Person-Centered Planning Module is due
✓ Assistive Technology Internet Modules are due

Tuesday, July 24 — Class meets
• Topic: Transition Planning
• Watch Graduating Peter
✓ Discussion Group Five opens
✓ Discussion Group Two due at 6 pm.
✓ Discussion Group Three due at 6pm.
✓ Transition Coalition activity is due at 11:59 pm.
✓ Person Centered Planning Module is due at 11:59 pm.

Thursday, July 26 — Class meets
• Topic: Self-Determination
✓ Discussion Group Four due at 6 pm
✓ Article review is due at 11:59 pm (individual activity)
✓ Assistive Technology Internet Modules are due at 11:59 pm.

Friday, July 27 (8:00 AM) to Monday, July 29 (11:59 PM)—Midterm exam is open

Thursday, August 2 — Class meets
• Work on Final - Group Project
✓ Discussion Group Five due at 6 pm

Thursday, August 10 — Final Exam is due via Blackboard (11:59)—Group Project