

# Instructor/TA Info

## Instructor Information

**Name:** Cade Charlton

**Office Location:** 237 C MCKB

**Office Phone:** 801-422-1238

**Email:** cade\_charlton@byu.edu

## Course Information

### Description

The purpose of this course is to support school leaders in accessing and implementing evidence-based practices that promote the academic, social, and emotional development of students in K-12 schools. This will be accomplished through the study of the principles of evidence-based practice, strategies for identifying empirically supported treatments, frameworks for collaborative problem solving, and best practices in implementation science. We will focus on systems designed for the prevention of problems associated with social-emotional and academic behaviors.

This course is designed to enhance BYU students understanding of a Multi-Tiered System of Supports (MTSS), including an in depth knowledge of all three levels of the system. The course will emphasize principles, procedures and strategies for academic and social behavior support within an MTSS framework, including the selection and implementation of interventions to assist at-risk learners in mastering academic and behavioral competencies for success in school and life. The course will also facilitate students acquisition of the skills necessary to (1) collaborate with professional colleagues in a school-wide MTSS system, (2) consult with other school professionals within an MTSS school, and (3) coach individuals in need of additional support in the using of evidence-based practices at all three tiers. This course will also teach competencies important to consulting and collaborating with families in a school.

### CEC Standards

Advanced Preparation Standard 3.0: Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

- 3.1: Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.
- 3.3: Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.
- 3.5: Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

Advanced Preparation Standard 4.0: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

- 4.1: Special education specialists evaluate research and inquiry to identify effective practices.
- 4.2: Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families
- 4.3: Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

Advanced Preparation Standard 7.0: Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

- 7.2: Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities

- 7.3: Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.

## BCBA Standards

- F-04 Use precision teaching.
- F-05 Use personalized systems of instruction (PSI).
- F-06 Use incidental teaching.
- H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.
- H-02 Select a schedule of observation and recording periods.
- H-03 Select a data display that effectively communicates relevant quantitative relations.
- H-04 Evaluate changes in level, trend, and variability.
- I-01 Define behavior in observable and measurable terms.
- I-02 Define environmental variables in observable and measurable terms.
- I-05 Organize, analyze, and interpret observed data.
- I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.
- K-01 Provide for ongoing documentation of behavioral services
- K-02 Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.
- K-03 Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures
- K-04 Design and use effective performance monitoring and reinforcement systems.
- K-05 Design and use systems for monitoring procedural integrity.
- K-07 Evaluate the effectiveness of the behavioral program.
- K-08 Establish support for behavior-analytic services from direct and indirect consumers.
- K-09 Secure the support of others to maintain the client's behavioral repertoires in their natural environments.
- K-10 Arrange for the orderly termination of services when they are no longer required.

## Materials

Item	Price (new)	Price (used)
 <u>SIMPLIFYING RESPONSE TO INTERVENTION</u> - <i>Required</i> by BUFFUM, A	36.95	27.75

## Learning Outcomes

### Identification and Analysis

Identifying & analyzing behavior problems.

### Behavior Supports

- Defining and developing positive behavior supports for all students.
- Collecting behavioral resources
- Writing and analyzing behavioral case studies.

### Intervene Using Assessment Results

Linking interventions with assessment results and monitoring them.

### Social Influences

- Changing behavior.
- Talking with students.
- Using peer influence.
- Working with other educators.
- Working with parents.

### Assessments and Support Plans

Using functional assessments and developing behavioral support plans.

### Grading Scale

Grades	Percent
A	95%
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 on the dates listed in Learning Suite. Late assignments submitted within a week of the deadline will be assessed a 25% late penalty. Assignments submitted more than a week late will not be scored.

### Participation Policy

The solutions to the problems that persist in our classrooms and schools require open, honest dialog. Start developing the kinds of interpersonal skills that will help you nurture communication by showing respect to every member of our class, every day. Respectful participation includes thoughtful consideration of other's opinions, active listening, commenting frequently, and looking for common ground first. Also, remember to ask questions. The only way you will learn and grow in this class is by challenging our assumptions with an open, inquisitive mind.

### Attendance Policy

Students are expected to be on time for the start of class and to participate throughout the scheduled class period.

## Assignments

### Assignment Descriptions

#### Discussion Class 2

May  
08

Due: Monday, May 08 at 4:30 pm

Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

## Discussion Class 3

May  
10

Due: Wednesday, May 10 at 4:30 pm

Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Selecting a Treatment

May  
15

Due: Monday, May 15 at 11:59 pm

The CEC Advanced Preparation Standards indicate, "Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments."

Develop a case study where you identify a problem-based question. This question should be related to your description of a specific academic, social, or staff behavior problem that impedes student learning. Identify three practices that might benefit the student identified in your case study and explore the evidence supporting these practices. Your cursory study of the evidence should include the identification of three experimental studies (1 for each practice) and an examination of the methodological quality of these studies using the CEC quality indicators.

Your paper should include a problem-based question, descriptions of three interventions, and a table summarizing your critical review of three experimental studies. Based on the findings from your review, select an intervention with the best available evidence. Include a summary of your findings and a justification for the approach you selected. Your approach should consider all facets of Evidence-based practice as discussed in class.

Please limit your response to no more than 5 pages with standard formatting (12 pt font, 1 in margins, etc.).

Use APA conventions for style and crediting sources.

Example Case Studies

<http://cases.coedu.usf.edu/> (<http://cases.coedu.usf.edu/>)

<http://guides.lib.byu.edu/education/blog/how-to-find-the-full-text-of-journal-articles>

[Tips for Searching the Research Literature](http://guides.lib.byu.edu/c.php?q=216333&p=1428332) (<http://guides.lib.byu.edu/c.php?q=216333&p=1428332>)

	<b>Exemplary (6)</b>	<b>Very Good (4 - 5)</b>	<b>Good (2 - 3)</b>	<b>Opportunity to Improve (0 - 1)</b>
<b>Problem-based Question</b>	A problem based question is presented with all the relevant features defined by Spencer et al. (2012)	A clear problem based question is presented with most of the relevant features defined by Spencer et al. (2012)	A clear problem based question is presented.	A problem-based question is not used to frame the selection of relevant treatments.
<b>Relevant Treatments</b>	Multiple (3) treatments are identified, core components described, and a justification for their use is provided.	Multiple (3) treatments are identified, but critical details about their use and expected results are missing.	A treatment is identified, core components described, and a justification for its use considering the problem is provided.	Relevant treatments are not identified.

<b>Best Available Evidence</b>	The literature for each treatment is reviewed and the CEC quality indicators are accurately applied with full supporting detail.	The literature for each treatment is reviewed, but there is limited detail to support your decisions.	The literature is reviewed and appropriately cited.	There is no clear evidence that the relevant literature was reviewed.
<b>Treatment Selection</b>	A justification for the treatment with the best available evidence is provided considering all facets of evidence-based practice.	A justification for the treatment is provided and supported by the quality of the evidence reviewed.	A justification for the treatment is provided.	There is no clear evidence that a decision was supported by the literature.
<b>Conventions</b>	There are no spelling, grammar, punctuation, or APA errors in the paper.	There are fewer than 3 errors in spelling, grammar, punctuation, or APA in the paper.	There are 3-5 errors in spelling, grammar, punctuation, or APA in the paper.	There are more than 5 errors in spelling, grammar, punctuation, or APA in the paper.

#### Discussion Class 4

May  
15

Due: Monday, May 15 at 11:59 pm

Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

#### Discussion Class 5

May  
17

Due: Wednesday, May 17 at 11:59 pm

Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

#### Exam #1

May  
22

Due: Monday, May 22 at 11:59 pm

#### Team Observation

May  
22

Due: Monday, May 22 at 11:59 pm

Observe a problem-solving team (e.g., CHAT team, student services team, PBIS team, etc.) in a school or other professional setting.

Complete the DORA form while observing the team meeting and writeup a 1-2 page summary of what you thought the team did well and how the process could be improved.

Please submit your writeup and the completed DORA form.

#### Discussion Class 7

May

**24** Due: Wednesday, May 24 at 4:30 pm

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Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Discussion Class 8

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**May**  
**31** Due: Wednesday, May 31 at 4:30 pm

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Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Evaluating Contextual Fit

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**May**  
**31** Due: Wednesday, May 31 at 11:59 pm

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Evaluating Contextual Fit - description and rubric coming soon

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### Discussion Class 9

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**Jun**  
**05** Due: Monday, Jun 05 at 4:30 pm

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Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Exam #2

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**Jun**  
**07** Due: Wednesday, Jun 07 at 11:59 pm

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### Discussion Class 11

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**Jun**  
**12** Due: Monday, Jun 12 at 4:30 pm

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Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Precision Teaching/SAFEMEDS

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**Jun**  
**12** Due: Monday, Jun 12 at 11:59 pm

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Rubric for SAFEMEDS Assignment  
50 points possible

1. Five point for each word list mastered at aim.
  - a. Seven lists x 5 points = 35 points.
  
2. Two points for each word list that is properly charted, with phase change lines in the correct place and labeled correctly, trend lines accurately drawn, the Time Bar correctly recorded, and dates correctly entered.

a. Seven lists x 2 points = 14

3. One point for the completion of all lines on the bottom of the chart.

### Discussion Class 12

Jun  
14

Due: Wednesday, Jun 14 at 4:30 pm

Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Discussion Class 13

Jun  
19

Due: Monday, Jun 19 at 4:30 pm

Please submit at least two comments on the digital dialog for this class period. You will earn five points for posting thoughtful, applied comments to the questions posted by the discussion leader.

### Discussion Leader

Jun  
19

Due: Monday, Jun 19 at 7:00 pm

Discussion leaders will summarize the discussion from the Digital Dialog and pose follow up questions to lead a 20 min in class discussion of the content.

Components	Excellent (5)	Good (3-4)	Ok (1-2)
Question(s)	The DL(s) posed questions that were related to the readings, invited application to schools/clinics, and were clearly written.	The DL(s) posed questions that were relevant but unclear or failed to extend the discussion to application.	The DL(s) posed questions.
Feedback	The DL(s) made comments on the contributions of their peers, asked clarifying questions, and pointed out areas of alignment with the materials.	The DL(s) made multiple comments on the contributions of their peers.	Little to no feedback was provided by the DL(s).
Summary	The DL(s) presented a concise summary of the online discussion with multiple specific examples.	The DL(s) presented a summary of the online discussion with a few specific examples.	The DL(s) summarized the online discussion.
Participation	All class members participated in a meaningful way in the class discussion.	Most class members participated in a meaningful way in the class discussion.	A few class members participated in a meaningful way in the class discussion.
Conventions	The DL spoke clearly and precisely on the assigned topic. Explanations were concise	The DL made a few errors in content or expression during the discussion.	DL was unclear.

### Tiered treatment plan

Jun  
19

Due: Monday, Jun 19 at 11:59 pm

Tiered treatment plan - description and rubric coming soon.

### Exam #3

Jun  
21

Due: Wednesday, Jun 21 at 11:59 pm

This is the final exam for CPSE 615. Please email any questions or concerns as soon as possible.

### Point Breakdown

Categories	Percent of Grade
Exams	50%
Discussions	11.11%
Assignments	25.56%
Papers	13.33%

## 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

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you



have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Schedule

Date	Topics & Standards	Readings	Assignments
Week 1			
W May 03 Wednesday	Course Overview Introductions Utah Education Statistics Multi-Tiered System of Supports	Prayer and Spiritual Thought <u>Sign-up</u> Sign up to be a <u>Discussion Leader</u>	
F May 05 Friday			
Week 2			
M May 08 Monday	Program Overview <ul style="list-style-type: none"> <li>• Diane Hancock</li> <li>• Dr. Blake Hansen</li> </ul> Best Available Evidence Quality Indicators CEC-ADV 4.1 Special education specialists evaluate research and inquiry to identify effective practices.	Textbook <ul style="list-style-type: none"> <li>• Simplifying Response to Intervention (SRTI) Preface, Chapters 1-2</li> </ul> Articles <ul style="list-style-type: none"> <li>• Skinner, B. F. (1984). The Shame of American Public Education.</li> <li>• Slocum, Dietrich, Wilczynski, Spencer, Lewis, &amp; Wolfe (2014). The Evidence-Based Practice of Applied Behavior Analysis</li> <li>• CEC Quality Indicators</li> </ul>	<b>Discussion Class 2</b>

W May 10 Wednesday	<p>Evidence-based Practice</p> <p>DORA</p> <p>CEC-ADV 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.</p>	<p>Online Resource</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>IRIS Module on Evidence-Based Practices</u></a></li> </ul>	<b>Discussion Class 3</b>
F May 12 Friday			
Week 3			
M May 15 Monday	<p>Teaming Problem Solving</p> <p>CEC-ADV 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities</p>	<p>Textbook</p> <ul style="list-style-type: none"> <li>• SRTI Chapter 3, 5</li> </ul> <p>Website</p> <ul style="list-style-type: none"> <li>• <a href="http://www.tips2info.blogspot.com"><u>www.tips2info.blogspot.com</u></a></li> </ul>	<b>Selecting a Treatment Discussion Class 4</b>

<p>W May 17 Wednesday</p>	<p>Screening</p> <p>GUEST LECTURE - Dr. Ellie Young</p> <p>Implementation Science</p> <p>BCBA-K-02 Identify the contingencies governing the behavior of those responsible for carrying out behavior-change procedures and design interventions accordingly.</p> <p>BCBA-K-03 Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior-change procedures.</p> <p>BCBA-K-04 Design and use effective performance monitoring and reinforcement systems.</p> <p>BCBA-K-05 Design and use systems for monitoring procedural integrity.</p>	<p>Articles</p> <ul style="list-style-type: none"> <li>Fixsen et al. (2005). Implementation Research: A Synthesis of the Literature</li> </ul>	<p><b>Discussion Class 5</b></p>
<p>F May 19 Friday</p>			
<p>Week 4</p>			

<p>M May 22 Monday</p>	<p>Data-based Decision Making</p> <p>CEC-ADV 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p> <p>BCBA-H-01 Select a measurement system to obtain representative data given the dimensions of the behavior and the logistics of observing and recording.</p> <p>BCBA-H-02 Select a schedule of observation and recording periods.</p> <p>BCBA-H-03 Select a data display that effectively communicates relevant quantitative relations.</p> <p>BCBA-H-04 Evaluate changes in level, trend, and variability.</p>	<p>Articles</p> <ul style="list-style-type: none"> <li>• Stormont et al. (2015). Coaching teachers' use of social behavior interventions to improve children's outcomes: A review of the literature.</li> <li>• McIntosh &amp; Goodman (2017) Chapter 2: The Relationship Between Academic Skills and Behavior <u>Course Reserves</u></li> </ul>	<p><b>Exam #1</b> <b>Team Observation</b></p>
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W May 24 Wednesday	<p>Foundations of an effective tiered system (Tier I)</p> <p>CEC-ADV 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving program, services, and outcomes for individuals with exceptionalities.</p>	<p>Textbook</p> <ul style="list-style-type: none"> <li>SRTI Chapter 4</li> </ul> <p>Articles</p> <ul style="list-style-type: none"> <li>Stoiber, K. C. &amp; Gettinger, M. (2016). Multi-Tiered Systems of Support and Evidence-based Practices. in <u>Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</u></li> <li>Keller, F. S. (1968). Goodbye teacher. <i>Journal of Applied Behavior Analysis</i>, 1(1), 79-89.</li> </ul>	<b>Discussion Class 7</b>
Week 5			
M May 29 Monday	<b>Memorial Day</b> NO CLASS		
W May 31 Wednesday	<p>Precision Teaching</p> <p>BCBA-I-05 Organize, analyze, and interpret observed data.</p> <p>BCBA-F-04 Use Precision Teaching</p>	<p>Articles</p> <ul style="list-style-type: none"> <li>Chapter 7: Change in Kubina &amp; Yurich (2016) The Precision Teaching Book. Greatness Achieved: Lemont, PA. <u>Course Reserves</u></li> <li>Johnson, K. R. &amp; Layng, T. V. J. (1996). On terms and procedures: Fluency.</li> </ul>	<b>Discussion Class 8</b> <b>Evaluating Contextual Fit</b>
Week 6			

<p>M Jun 05 Monday</p>	<p>Direct Instruction</p> <p>Discrete Trial Instruction</p> <p>BCBA-F-03 Use Direct Instruction</p> <p>BCBA-I-01 Define behavior in observable and measurable terms.</p> <p>BCBA-I-02 Define environmental variables in observable and measurable terms.</p>	<p>Articles</p> <ul style="list-style-type: none"> <li>• Kim&amp;Axelrod2005.pdf <a href="#">Download</a></li> <li>• poster124-hearon_barclay-apbs2016.pdf <a href="#">Download</a></li> </ul>	<p><b>Discussion Class 9</b></p>
<p>W Jun 07 Wednesday</p>	<p>Personalized System of Instruction</p> <p>Incidental Teaching</p> <p>BCBA-F-05 Use personalized systems of instruction (PSI)</p> <p>BCBA-F-06 Use incidental teaching</p>		<p><b>Exam #2</b></p>
<p>Week 7</p>			

<p>M Jun 12 Monday</p>	<p>Manualized Supports and Intervention (Tier II)</p> <p>CEC-ADV 3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.</p> <p>BCBA-I-06 Make recommendations regarding behaviors that must be established, maintained, increased, or decreased.</p> <p>BCBA-K-01 Provide for ongoing documentation of behavioral services.</p> <p>BCBA-K-07 Evaluate the effectiveness of the behavioral program.</p>	<p>Textbook</p> <ul style="list-style-type: none"> <li>SRTI Chapter 6</li> </ul> <p>Articles</p> <ul style="list-style-type: none"> <li>Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J. J., &amp; Helman, L. (2016). Problem analysis at Tier 2: Using data to find the category of the problem. in <u>Handbook for Response to Intervention: The practice of Multi-Tiered Systems of Support</u>.</li> </ul>	<p><b>Precision Teaching/SAFMEDS Discussion Class 11</b></p>
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W Jun 14 Wednesday	<p>Individualized Intensive Interventions (Tier III)</p> <p>Home and Family Supports</p> <p>CEC-ADV 4.2 Special education specialists use knowledge of the professional literature to improve practices with individuals with exceptionalities and their families</p> <p>BCBA-K-09 Secure the support of others to maintain the client's behavioral repertoires in their natural environments.</p> <p>BCBA-K-06 Provide supervision for behavior-change agents.</p> <p>BCBA-K-08 Establish support for behavior-analytic services from direct and indirect consumers.</p>	<p>Textbook</p> <ul style="list-style-type: none"> <li>• SRTI Chapter 7</li> </ul>	<b>Discussion Class 12</b>
Week 8			
M Jun 19 Monday	The Future of Special Education	<p>Textbook</p> <ul style="list-style-type: none"> <li>• SRTI Epilogue</li> <li>• Tiered Fidelity Inventory</li> </ul>	<b>Discussion Class 13</b> <b>Discussion Leader</b> <b>Tiered treatment plan</b>
T Jun 20 Tuesday	<b>Spring Exam Preparation (06/20/2017 - 06/20/2017)</b>		



W Jun 21 Wednesday	<b>First Day of Spring Final Exams</b> <b>(06/21/2017 - 06/22/2017)</b> Final Exam: 319 MCKB 5:00pm - 6:50pm		<b>Exam #3</b>
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