

## Instructor/TA Info

### Instructor Information

**Name:** Barbara Smith

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### TA Information

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## Course Information

### Learning Outcomes

#### History and foundations of secondary school special education

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

#### Services and strategies for secondary school special education

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

#### Assessment and technology for secondary school special education

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

#### Transition for secondary students with disabilities

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

### Grading Scale

Grades	Percent
A	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

Assignments are due before class on the due date. Most are submitted online, but occasionally hard copies may be turned in during class. To earn maximum points please follow the assignment description and rubric if there is one. For late work, the points possible will be reduced.

This course is designed to be an exploration of teaching in secondary and transition settings in special education. It is comprised of many learning activities and assignments, which help to facilitate knowledge and skill development for class members. Points are earned by being in each class and participating in the activities and discussions along with classmates. It is important that we create a respectful and congenial atmosphere so that all feel safe and comfortable.

### Attendance Policy

Successful students attend all classes. They arrive on time and stay until class is dismissed. Points are earned by being in each class and participating in the activities and discussions. If you need to miss a class please notify the instructor. Assignments due that day should still be submitted before class begins in order to be eligible to earn maximum points.

## Assignments

### Assignment Descriptions

#### Chapter 1 Study Guide

Jan  
17

Due: Thursday, Jan 17 at 1:40 pm

Submit your notes from Chapter 1 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

#### Chapter 2 Study Guide

Jan  
24

Due: Thursday, Jan 24 at 1:40 pm

Submit your notes from Chapter 2 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

#### School Tour with Technology

Jan  
31

Due: Thursday, Jan 31 at 1:40 pm

For this assignment, in a group of 4 people you will go to one of the seven selected schools: The Jones Center, South Valley School, Scenic View, ATEC, East Bay Post High School, or Bridges. You will create a visual tour using either photos or video of your school. You will also, as a group, complete an interview with the school principal or other leader.

**School Tour with Technology Description.docx** [Download \(plugins/Upload/fileDownload.php?fileId=acb1990e-9hX4-wUjw-OHWC-Wu5a241ac79c&pubhash=gscfGjRLCA1A1iAkdGgAHPW3EsBkkLvM3JP1eQkHs-G7R1zwhgSjHAYq5G3Mj2\\_SLMcpq5lrf7erMW4QcRn1\\_g==\)](#)

Using this information, create a presentation to show to the class. See the rubric for presentation requirements.

**School Tour with Technology Rubric.docx** [Download \(plugins/Upload/fileDownload.php?fileId=b8c8aae5-KTuq-T5hb-BmeJ-rab6754d5c8f&pubhash=e0Doz9ZShvmKI6NLKwQ2M7DiekBTJY5qNCJngCf6Ye-11nMIhaffsRhA41fa\\_iXAl1i9RHhrTECQekyYn\\_v2IQwq==\)](#)

### Chapter 3 Study Guide

Feb  
07

Due: Thursday, Feb 07 at 1:40 pm

Submit your notes from Chapter 3 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 67. Write a brief summary of what you learned on that website and how you will apply it.

### Study Guide for Lobato videos

Feb  
07

Due: Thursday, Feb 07 at 11:59 pm

Complete section 1,2, and 4 of the study guide. Section 3 is informative and optional.

Lobato Video Study Guide docx.docx [Download \(plugins/Upload/fileDownload.php?fileId=b6f2b594-DbfP-VCEx-wtOm-nv0c0c22d05b&pubhash=t2llpNSkKRahYE\\_SGXWVZ0aYyd\\_8QOeI-B4udhfiH\\_Sm-kLH5kd-ECwIHAIOruh2osAUyWgHseiwI5yV23N88A==\)](#)

### Chapter 4 Study Guide

Feb  
14

Due: Thursday, Feb 14 at 1:40 pm

Submit your notes from Chapter 4 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 99-100. Write a brief summary of what you learned on that website and how you will apply it.

### Individualized Transition/Budget Plan

Feb  
14

Due: Thursday, Feb 14 at 1:40 pm

1) An ITP should be written for a student you are currently working with in the practicum using the necessary forms. Include any assistive technology that they will need. Or, 2) complete a monthly budget for a student.  
OR

2) An ITP should be written for the student described in the case study below using the necessary forms. Include any assistive technology that they will need. Or, 2) complete a monthly budget for a student.

#### Transition Plan Description:

This assignment is worth 10 points. Fill-out either the "Transition Plan Form" or the "ITP Form" for the student described in the Transition Plan Case Study or for a student at your practicum setting. Consider your student's individual disability, needs, and interests. Be sure to be detailed in your responses. Really think about the student and what might be a good plan for his/her future.

#### Budget Plan Description:

This is a 10 point assignment. For this assignment, you will need to complete a budget plan for a student from your practicum setting or a the student from the case study. Make sure to include:

- At least two additional sections that you would want to include in the budget for this particular student (consider individual disability, needs, and interests)
- All blanks should be filled-in (if it isn't an expense for the student, record \$0)
- Be creative!

### Case Study:

Case Study.docx [Download \(plugins/Upload/fileDownload.php?fileId=a233b217-83Ja-7jN5-mWgw-Aj9f4456dbe9&pubhash=bvp8dAnJnblskiQTIV5rvu1Qlz\\_8wn7PVFdnRbho0FEquMo-LCDyp6qg0wV2ap5EtRELSivgCr8paN1jesRdJQ==\)](#)

See **TRANSITION PLAN** assignment description under CONTENT and ASSIGNMENTS on Learning Suite for more information and resources.

### Brigance Transition Assessment & Summary Report

Feb  
21

Due: Thursday, Feb 21 at 1:40 pm

In your practicum setting, you will administer the Brigance Transition Skills Inventory to one of your students. Complete the biography section in ink (change name for confidentiality). You will administer 3-4 entire subtests (A-Q), each from a different category (i.e. ACADEMIC SKILLS, POST-SECONDARY OPPORTUNITIES, INDEPENDENT LIVING, COMMUNITY PARTICIPATION). Make sure to record responses thoroughly and accurately. Record booklet will be submitted hard-copy, in-class.

**Brigance TSI Rubric 30 pts..doc** [Download \(plugins/Upload/fileDownload.php?fileId=cc5e6249-PXib-psUt-SGGx-mE284107461c&pubhash=HBnUX98j7\\_H57uMNDfG03Ndas-aksMi6Hr7PVFw6pPuNeYIfYoG\\_MHS0VxrdwCu\\_aViVLrdkzUNeOO56Je4ggA==\)](#)

Afterward, complete an assessment report Submitted on Learning Suite.

**420\_\_Assessment\_write\_up.doc** [Download \(plugins/Upload/fileDownload.php?fileId=37ff171b-SKEd-FxCS-WfrW-Bge0f9456755&](#)

[pubhash=1zk2R8-6JkQPWbEod7IBAQfI0dfAIHtB9xpRIW3BEOdSsAA57BhdNH3YMUHcVaWxzDGNlkmnq8KF-L8AKpl6Dw==\)](#)

**Assessment Report on Brigance TSI sample.pdf** [Download \(plugins/Upload/fileDownload.php?fileId=ad685eba-0qT1-Wt67-qUdr-Zc1aaf6b2a9e&](#)

[pubhash=KPPzlx5woxd4gdI2uVHHd0NdUr0Hs6LY4C3Hthc03I6bMYMJGVMIKrijlevok\\_O68kvRwbCHhSjqC5Tlxd5as-g==\)](#)

### Chapter 5 Study Guide

Feb  
21

Due: Thursday, Feb 21 at 1:40 pm

Submit your notes from Chapter 5 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

Become familiar with one of the websites in the *Web Resources* section on page 134. Write a brief summary of what you learned on that website and how you will apply it.

### Chapter 6 Study Guide

Submit your notes from Chapter 6 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

### Disability Transition Paper

Mar  
07

Due: Thursday, Mar 07 at 1:40 pm

You will choose a disability to research and give a detailed report regarding transition for students with that type of disability. In your report address the specifics of this disability:

Briefly

- Define the disability
- Give the rate of occurrence
- List known causes for this disability

Detailed

- Describe teaching strategies for sec. students with this disability
- Explain the transition process for these students;
- Use at least 4 credible resources

NOTE: The report must be completed in APA format. It should include a handout or brochure. You can expect this paper to be 3-4 pages.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Report Handout

Mar  
07

Due: Thursday, Mar 07 at 1:40 pm

You will create a handout/brochure following the rubric.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Oral Presentation

Mar  
07

Due: Thursday, Mar 07 at 1:40 pm

In class, give a well-prepared presentation highlighting the teaching strategies and the transition process (approximately 6-8 minutes) for your chosen disability.

Remember to dress professionally.

Disability Transition Project Rubrics.docx [Download \(plugins/Upload/fileDownload.php?fileId=4da34fa0-cbDe-sazr-AWPJ-Mwd85b443884&pubhash=FTYGUvBTkUPiM1zvmd6Mx67b\\_fFa8csumcWk-A-nnrhmhFaGsGFIF\\_So1TABxCIIep1iCP7NykQ4wxogq2S8WxQ==\)](#)

### Chapter 7 Study Guide

Mar  
14

Due: Thursday, Mar 14 at 1:40 pm

Submit your notes from Chapter 7 of the NEW TRANSITION HANDBOOK. Be able to show that you have

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

### Susan Loving Notes

Mar  
14

Due: Thursday, Mar 14 at 11:59 pm

Submit at least 10 teacher responsibilities from the *Susan Loving* presentation.

### Secondary Lesson Plan

Mar  
21

Due: Thursday, Mar 21 at 1:40 pm

You will write a lesson plan using the concept of direct instruction.

Teach the lesson to one or more students at your practicum site.

Write a page discussing your experience teaching this lesson plan. Include the information about the age appropriateness of your lesson and how effective you were in meeting the lesson objective. Include what you would do differently if you were to teach the lesson again.

Lesson Plan Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=810f077d-uR2R-GZNd-oj41-4t98ba7674ce&pubhash=AFKvYfwg2fU-MbdxY2nVRXTI97RH-OqqSluay8hmTlgYQc2iA5MnWlcxGBn7KmNH9OO3qZZ9LhH1eCutsxSwXQ==\)](#)

**Blank Short Lesson Plan:** [Short\\_Lesson\\_Plan.doc](#) [Download \(plugins/Upload/fileDownload.php?fileId=55c20e11-qVaj-qHmr-trKt-os7834e62c69&pubhash=4PETrASh0L9GqmWiZ7Zz4WHMEmKz5Eg-dr3g\\_smrVUHHSiMoHiK4iynb\\_4YZSfT-dJXq-Pya3Uv5knF8XPkwQ==\)](#)

**Example Lesson Plan:** [Lesson\\_plan\\_applicationsr.doc](#) [Download \(plugins/Upload/fileDownload.php?fileId=ebe28d0a-wNSR-Flgz-Ggwa-Z7c54b81b793&pubhash=P6jKNOpSay8UELbcyUGsO\\_9857pW1QbprYchMR3QrxIK5uquJsG0v9O9F1kCpaFuG65SBk6gSzMsrXzy9Drw==\)](#)

**Data Sheet** [data.doc](#) [Download \(plugins/Upload/fileDownload.php?fileId=52879bc8-Rd76-JwCX-8L20-LT9adef5a50&pubhash=efaFhhWWGdIFNv3BXmJXGRAWGxgW1gtZ-m5K89RiDFKScnsYA-j8\\_BYH-Nlxb3zwKhLGRxe7Lbf7a0tl8-31Nw==\)](#)

### Study Guide for Ch. 8-9 in Pierangelo text

Mar  
25

Due: Monday, Mar 25 at 11:59 pm

### IRIS Module

Mar  
28

Due: Thursday, Mar 28 at 11:59 pm

[School Counselors: Facilitating Transitions for Students with Disabilities from High School to Post-School Settings \( \)](#)

<http://iris.peabody.vanderbilt.edu/module/cou2/>

Go through and complete the module. Then answer the post assessment questions at the end of the module. Submit online.

### Chapter 8 Study Guide

**04**

Submit your notes from Chapter 8 of the NEW TRANSITION HANDBOOK. Be able to show that you have carefully read and considered the content. For full credit, you must submit at least 2 pages (typed), double spaced.

For each chapter, create one question (with the answer) from the material that encompasses the reading and could be used to test knowledge of the text.

### Transportation, Recreation and Leisure Assignment

**Apr  
04**

Due: Thursday, Apr 04 at 1:40 pm

Transportation & Leisure Rubric.doc [Download \(plugins/Upload/fileDownload.php?fileId=7dfb0c38-4Hbs-6llf-gDRW-h82308d44eb0&pubhash=UUNCHD8M3A6giyPoWT-Jbe5451eYeQ2NvYSpl4MrKlleD4I62YY0KUrXhc424biUlnThkb8Vxm4qkKulblxtRg==\)](#)

For this assignment you are going to plan an outing for your students. You need to research and demonstrate understanding of at least 2 types of transportation the students could use to arrive at the planned destination. You will also research your destination, summarizing how services are funded, who the destination is designed to serve, pros and cons to visiting this site for your students, ease of use, etc. (See attached rubric for greater clarification.)

Your research must include at least 2 credible interviews (1 of these can be a website).

### Class Participation and Attendance

**Apr  
11**

Due: Thursday, Apr 11 at 11:59 pm

Attendance, punctual arrival, and participation in the class activity/discussion are expected. Points are earned by participation.

### Final Exam

**Apr  
15**

Due: Monday, Apr 15 at 11:59 pm

This is the final.

### Student Ratings

**Apr  
17**

Due: Wednesday, Apr 17 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

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint 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 Misconduct, including the university's Victim 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 Misconduct 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. 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.

## 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.

## 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.

## Schedule

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Th Jan 10 Thursday	Overview of Course Syllabus Intro to Transition :)		
Week 2			
Th Jan 17 Thursday	Assessment of skills Formal, informal, and different types of assessments Vocational assessment ppt. Pierangelo Interagency planning and collaboration	Read Chapter 1: The New Transition Handbook	Chapter 1 Study Guide Due
Week 3			
Th Jan 24 Thursday	Brigance TSI  Preparing for employment  School Tour Presentations	Read Chapter 2: Assessment and Planning  Pierangelo Ch. 5 PowerPoint	Chapter 2 Study Guide Due School Tour with Technology Due
Week 4			
Th Jan 31 Thursday	Employment planning with support plans Pierangelo Ch. 6 ONLINE SESSION	Watch <b>Leah Lobato</b> video (Presentation in 4 video segments). <a href="https://vimeo.com/86722211">https://vimeo.com/86722211</a> <a href="https://vimeo.com/86722212">https://vimeo.com/86722212</a> <a href="https://vimeo.com/86722213">https://vimeo.com/86722213</a> <a href="https://vimeo.com/86722214">https://vimeo.com/86722214</a>	Leah Lobato Study Guide Due
Week 5			
Th Feb 07 Thursday	Individualized Transition Plan Guest Speaker Lizzy Coleman	Read Chapter 3: Increasing Support within School and Community Settings Ch. 3 PowerPoint	Practicum Contract 1 Due Chapter 3 Study Guide Due

Th Feb 14 Thursday	Disability Transition Report instructions Personal Budgeting Social and Sexual Issues "In Transition" 3:45	Read Chapter 4: Increasing Social Support and Promoting Acceptance	Chapter 4 Study Guide Due Individualized Transition Plan Due
Week 7			
Th Feb 21 Thursday	Social support Managing behavior in the community SC  Self-determination and Advocacy Employment Interest Survey	Read Chapter 5: Promoting Independence and Self-Determination	Practicum Reflections 1 & 2 Due Chapter 5 Study Guide Due Brigance Transition Assessment and Summary Report Due  Example Brigance Report:Brigance Transition Skills Inventory.doc <a href="#">Download</a>
Week 8			
Th Feb 28 Thursday	Watch, "Riding the Bus With My Sister" video	Read Chapter 6: Promoting Social Participation and Teaching Social Skills	Employment Interest Survey Due Practicum Reflections 3 & 4 Due Chapter 6 Study Guide Due
Week 9			
Th Mar 07 Thursday	Disability Transition Reports Secondary Curriculum Discuss Secondary Lesson Teaching Assignment		Practicum Contract 2 Due Disability Transition Paper and Report Handout Due
Week 10			
Th Mar 14 Thursday	<b>ONLINE SESSION</b>	Read Chapter 7: Promoting Functional Skills and Access to the General Curriculum Watch <b>Susan Loving</b> video about graduation options	Practicum Reflections 5 & 6 Due  Chapter 7 Study Guide Due Susan Loving Notes Due

Week 11			
Th Mar 21 Thursday	Transportation, Recreation, and Leisure-any questions?  The Boys Next Door - video	Reading Ch. 7, 8 in Pierangelo and Guiliani	Secondary Lesson Plan Due
Week 12			
Th Mar 28 Thursday	<b>Winter Instructor Ratings Open</b>  Post Secondary Educational Opportunities  Secondary Transition: Helping Students with Disabilities Plan for Post High School Settings (IRIS Module)		Practicum Reflections 7 & 8 Due  IRIS Module Due
Week 13			
Th Apr 04 Thursday	Share TRL assignments  Guest Speaker MW	Read Chapter 8: Teaching Employment Skills and Promoting Career Development	Transportation, Recreation, and Leisure Assignment Due  Chapter 8 Study Guide Due
Week 14			
Th Apr 11 Thursday	KW guest 3:00  Share your favorite practicum experiences  Final Exam Review <b>FINAL EXAM OPENS</b>  Financial, Legal, Health, and Guardianship Issues		Student Ratings  Cooperating Teacher Evaluations 1 & 2 Due  Practicum Hours Log with Mentor Signatures Due  Practicum Reflections 9 & 10 Due
Week 15			
M Apr 15 Monday	Final Exam  Available on learning suite from 8 am on April 11 until 12 am on April 16		

T Apr 16 Tuesday			
Th Apr 18 Thursday	<b>Winter Exam Preparation (04/18/2019 - 04/18/2019)</b>		