



SPED 6308.02 Practicum and Methods in Special Education

FALL 2017

SPED 6308 is a required course for Masters in Special Education and Educational Diagnostician Certification.

College of Education

Department of Language Literacy and Special Populations

Academic Community Engagement (ACE) Course

Instructor: **Dr. Vickie J Mitchell**
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**HURRICANE HARVEY
REVISION**

Office hours:

MONDAY	9:00 – 3:00 pm TEC/SHSU Campus; Rm 127D
	4:00 to 5:00 pm The Woodlands Center; 3rd Floor Faculty Ofc
TUESDAY	5:00 p.m. to 7:00 p.m. Virtual Office Hours
By Appointment	SHSU/TEC, TWC, Virtual (Skype or Zoom)

Course Format:

Day and time the class meets: Monday, 5:30 – 8:20 p.m.

Location of class: The Woodlands Center – RM 235 and Field Experience Practicum Sites

Course Description: Through field experiences, text readings, class meetings, site visits, reviews of the relevant literature, and completion of class assignments and portfolio criteria, the students and the instructor will work to achieve course objectives.

Students will complete ~~36 hours~~ **25 hours** of directed assignments while implementing evidence-based practices in a field-based setting. Through the practicum in Special Education, students will enhance professional practices and gain direct experience in the use of curriculum, methods and materials for learners with special needs. Additional topics include assessment, modifications and adaptations, learning strategies, direct instruction and collaboration.

Textbooks:

Required—Mascolo, J. T., Alfonso, V. C., & Flanagan, D. P. (2014). *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*. Hoboken, NJ: Wiley.

Recommended--Wendling, B. J. & Mather, N. (2009). *Essentials of Evidence-Based Academic Interventions*. Hoboken, NJ: Wiley.

Course Objectives:

The practicum student will:

1. Identify the learning and factors that may affect learning in students with disabilities and apply practices and interventions that respond to individual learners' needs and take advantage of their capacities.
2. Examine and implement formal and informal assessment procedures designed to evaluate individual differences and make placement and programming decisions in field experience. (ACE)

3. Identify and implement appropriate curricula and instructional strategies for individuals with disabilities. (ACE)
4. Apply and implement evidence-based methods for academic and non-academic instruction of individuals with disabilities. (ACE)
5. Demonstrate knowledge of how to establish positive learning climates that are responsive to learners' academic, social, and affective needs. (ACE)
6. Facilitate learners' functional competence in current environments. (ACE)
7. Establish partnerships with other school staff and support service providers to enhance learning opportunities for students with disabilities. (ACE)

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking problem solving, and decisions)

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Academic Community Engagement (ACE) Statement:

In SPED 6308, graduate students will learn knowledge and skills to make a difference in the lives of students with disabilities that facilitate maximum or partial participation in the schools and in the community in which they live. The graduate students will work directly with the university instructor, the campus special education teacher, campus administrator, parent(s), and child with a disability to identify and implement interventions designed to improve the student's academic achievement and inclusive participation in the general education curriculum.

TK20 Account is required for this course

Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. <https://tk20.shsu.edu/>

Course/Instructor Requirements

INTRODUCTION

- This is a combination of face-to-face lecture and field-based experience course. As such you must implement an evidenced-based intervention with a “**real life**” student who is struggling to learn academically or behaviorally.
- You are required to have a mentor who is a **certified special educator** that is willing to mentor you throughout the duration of the intervention project.
- You must document a minimum of ~~36 hours~~ **25 hours** of field-based experiences on the Practicum Log to be successful in the course (Hours are reduced due to SHSU suspension of class during Hurricane Harvey and the flooding aftermath)
 - Hours that can be documented on the log include direct intervention services, gathering background information, consultation services with teachers, nurses, counselors, parents, student, etc. You may also count organizing and actual writing of your Intervention Project (**Part I and Part III ONLY!**) Hours that **CANNOT** be documented as part of the field based experiences include the time spent in data collection, data analysis, and writing of the literature review (Part II)
- You may choose a student who is struggling to learn (i.e. is on any of the three tiers of RTI for behavior or academics, receives 504 services, or special education services). You may also choose a student with a

disability but who is not making progress academically and/or behaviorally and/or who is at risk for dropping out of school.

- **YOU MUST BE THE PERSON WHO IS DIRECTLY IMPLEMENTING THE INTERVENTION IN THE CLASSROOM SETTING OR THE INTERVENTION ENVIRONMENT WITH THE DESIGNATED STUDENT, WHO WAS APPROVED BY THE SPED 6308 INSTRUCTOR.**
- You must implement a specifically designed evidence-based intervention that is based on the background information collected in Part I ~~for a minimum of 6 weeks~~ **25 hours.** This means that you must graph a **minimum of 5 data points** in your data collection system. To make the accommodation, due to the Hurricane Harvey revisions, you need to determine how you will divide your data collection to have 5 data points. This is a professional decision that will vary for each SPED 6308 graduate student, based on the intervention, method and type of data collection, etc. ~~Failure to collect a minimum of six weeks of data will result in a course grade of an "F." There are 8 weeks for Field Experience.~~

Video Submissions/Site Visit Requirements

- You will be required to implement the intervention with your student so the intervention can be observed directly or video-taped, for the purpose of the SHSU Instructor to provide feedback, trouble-shoot any problem areas, and grade the course work. For purposes of confidentiality, the video-taped, excluding the student from the frame or with the student's back to the camera.
- Consider selecting a student you are already working with and incorporate what you do into existing lesson plans.
- During video submission or site visits, you will be required to provide evidence of your data collection system. Following the video submission or site visit, immediate feedback will be provided. If video submissions are used, a virtual meeting will be conducted to provide feedback. If the situation warrants additional support, I will conference with you, your mentor, and/ with any other teachers/staff about the implementation of the intervention with your student.

Course Outline

Assignments:

Intervention Project and Assigned Readings: Readings from the text will provide a reference and foundation for various tasks and assignments required by the Practicum Intervention Project.

PART I (Intervention Project) Components of the Description of the Learner

1. Student Characteristics (brief)
2. Socioeconomic Factors of the Family (brief)
3. ~~Educational history~~
4. ~~Brief summary of current FIE (if appropriate)~~
5. ~~ARD deliberations/504 deliberations, including meeting minutes (if appropriate. Did you see information in the deliberations that provided additional information?). RtI or other data collection records, etc.~~
6. ~~Summary of current informal/classroom achievement testing (Was any information provided for any of the areas below? Some of the tests below are elementary/ while some are secondary examples)~~
7. Language samples including comparison of language development to typically developing peers (if appropriate).
8. ~~Curriculum~~
9. Describe in one detailed paragraph, Individual Education Plan, 504, or the RtI Plan information and progress results. If the student does not have this information, then review existing school information, such as, formal and informal testing, teacher records, absences, grades, etc.
10. Based upon the academic areas of need, what is the well-identified problem you have selected as the target for your intervention and data collection?
11. What are your targeted goals & objectives? (You must have 3 goals and 1 of the goals must include a self-determination component). The G&Os must be written as standards-based goals, the same as in public school.

PART II (Intervention Project): Components of the Literature Review (Field Experience)

12. Introduction/Body

13. Conclusion of the literature review and major findings, related to the “defined problem” you identified and the intervention you selected
14. Implications for practice and the intervention you have targeted based upon your Lit Review findings
15. Selected Instructional Intervention
16. Development of Instructional Strategies
17. Analysis and development of your Intervention Plan for the targeted student

Part III (Intervention Project): Description of Learning Environment (Field Experience)

18. Delivery of Intervention (*Describe what you did and how you did it*)
19. Student Performance and Implementation of Intervention (*What were the results*)
20. Generalization of Skills (*What are your recommendations to continue the use the strategies that worked, change what did not work, and how to generalize the skills/behaviors learned to other environments and tasks*)
21. **Attachments:** Attach the pre-assessment you used to establish the baseline, the data collection sheets, the completed Fidelity Checklist, and the post-test. Attach any other assessment protocols you used.
22. **APP:** It is easy to scan your documents for online submission using a variety of Apps. “CamScanner”. When emailing to yourself make it 50% reduced so it goes through more quickly. It may take a little while, but once you receive the scanned document, you can add it to your report in the Attachment Section at the end. You do not have to retype anything. It can be your handwritten data collection forms, regardless of how messy.

The following is a list of items you need to be sure are completed:

1. Upload the Log of Practicum Activities
2. Assessment Protocols (Formal or informal, that you use in the intervention and include as an attachment)
3. Data Collection Evidence (Can be handwritten but must have a method, just as you do in the classroom)
4. Dispositions and Diversity Survey
5. Other areas of responsibility:
 - **Students must obtain approval of the SHSU Instructor of the student selected for the intervention.
 - **Students must obtain evidence of a mentor teacher and principal, who will support them in the SPED 6308 work.
 - **Students must obtain approval from the SHSU Instructor prior to beginning the intervention.
 - ~~**Any SPED 6308 student who is not ready to start the implementation process by the first week that the intervention is scheduled to begin, as stipulated on the Course Schedule, will need to withdraw from the class.~~ Hurricane Harvey: You must be able to complete your 25 required hours.**
 - **Approval to begin intervention will be granted to those individuals who have satisfactorily completed Part I and Part II of the Intervention Project.

1. Log of Practicum Activities:

Students will maintain a log documenting a minimum of ~~36 hours~~ 25 hours of practicum experience. This is critical in order to earn course credit. The log will be submitted as evidence upon completion of the Field Experience hours. (ACE)

2. Self-Evaluation:

Students will complete a pre and post practicum self-evaluation of their levels of competence with skills required of special educators.

3. Video Submissions or Site Visit:

During the practicum each student will submit an evidence video or participate in one or more site visits by the instructor. Either options will provide confirmation of reported activities and the validation of Intervention Project documentation.

4. Poster Presentation (FINAL):

The purpose of the Poster Presentation is a summative evaluation of the evidence-based intervention that the SPED 6308 student has implemented for his/her targeted learner. The presentation requirements are

listed on the Poster Presentation Rubric. (Hurricane Harvey – The Poster will be a one- page handout. See Blackboard for example. Every class member and the instructor must have a copy of the Poster Handout)

At the time of the Poster Presentation, the student will submit a hard copy of the Intervention Project Report to the instructor according to the Intervention Project Organization Binder Handout. **You must submit a hard copy at the time of the Poster Presentation in order to earn course credit.**

5. Upload Portfolio into TK20 and Complete Dispositions and Diversity Survey (FINAL)

Project Report: Uploading the Intervention Project and completing the Dispositions and Diversity Survey in TK20 is required for successful course completion. **Your Intervention Project and completion of the Dispositions and Diversity Survey by the due date are required in order to receive course credit.**

6. Turn-It in will be used for the Intervention Project submissions.
7. Each student must use the Academic Success Center for the Final Report (Part I, II, and III) to ensure all APA errors and other technical writing errors have been addressed appropriately. This can be done in person at the ASC at The Woodlands Center or in a virtual meeting with the ASC on either campus, TWC or SHSU. NOTE: The ASC will send a report of the students who used the ASC and the results and recommendations from the support meeting.

Exams – 2 exams will be posted online in Blackboard and submitted prior to due dates. Exam #3 will be taken in class. Exams are a mix of short answer and objective type items. These are distributed or posted online and done as take-home assignments. The application of professional competencies in planning, differentiating, and delivering evidence-based, high quality instruction will be the focus for exam content. See dates on the course outline.

Exam # 1 (40 Points)

~~**Exam # 2 (40 Points)**~~

Exam # 3 (40 Points)

Presentations on Textbook Chapters:

~~Prepare a 10 to 12 minute presentation to the class based on the chapter you have selected from the textbook.~~

~~**BE SURE YOU SUMMARIZE AND MAKE IT PRACTICAL SO EVERYONE UNDERSTANDS THE INFORMATION AND HOW TO USE IT IN THEIR INTERVENTION WORK OR AS AN EDUCATOR.**~~

~~Describe the background, main points, big ideas/principles, the “how to” aspects of some of the methods, programs, and intervention strategies. Use demonstrations, videos, “show and tell”, role plays, audience participation, etc. to emphasize salient points and increase dramatic appeal. Your purpose is to convey the practices, skills, and learning outcomes associated with the approaches and ideas in the chapter. Some ideas for your presentation include the following:~~

- ~~— (a) Describe how the methods or techniques are used~~
~~— such as a sequence of steps.~~
- ~~— (b) Highlight an evidence-based practice that was used~~
~~— and found to be successful or unsuccessful.~~
- ~~— (c) Compare and contrast the method or therapy with some other~~
~~— method or teaching practice.~~
- ~~— (d) Review the use of the method or technique for advantages and disadvantages.~~

Grades:

A = 473 - 525 **B** = 420 - 472 **C** = 367 - 419 **D** = 366 and below

Assignment	Point Value – Course Grade	TK20 Rubric
Chapter Summary	80	80 pts will be awarded – “Harvey”
Exams (3 scheduled; Exams #1 & #3)	3 @ 40 each = 120	40 pts will be awarded – “Harvey”

Description of Problem (paragraph)	10	
Ethics Agreement	10	
All Approvals Submitted	20	
Fidelity Checklist -Included in Report Appendix (Part III)	20	
Part I Description of Learner Subsections I. 1 – I.11	132	
Part II Literature Review Subsections II. 12 – II. 17	72	
Part III - Completed Intervention Subsections III.18 – III.20, plus data collection attachments	36	
POSTER PRESENTATION - Final	25	
TOTAL	525	

Student Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006 – LINK:
http://www.shsu.edu/dotAsset/7ff819c3-39fe-491d-b688-db5a330ced92.pdf](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the F2F or online classroom - Only registered students may participate in the face-to-face and online class. Exceptions can be made on a case-by-case basis by the professor.
- Attendance: Regular and punctual attendance is expected at the face-to-face classes, for virtual class meetings, and any other organized class activity. ***It is the responsibility of the student to maintain regular and punctual class attendance.*** SHSU policy is that no student will be penalized for ***three or fewer hours of absence.*** **IN THE HYBRID CLASS, THAT IS ONE, SINGLE 3-HOUR FACE-TO-FACE CLASS PER MONTH.** A student may be penalized for more than three hours of absences (the one 3-hour night class). Absence of more than 3 hours will result in one letter grade reduction. Absence for more than 20% of the course meeting hours will result in course failure.

Course Expectations

Late Assignments: You are responsible for submitting your assignments by the due date as stipulated on the schedule of course activities. **Late assignments will receive a letter grade deduction, without written documentation from a physician or newspaper clipping of the causal event.**

Time Requirement: SPED 6308 is a practicum course that requires a minimum of **36 documented hours** **25 documented hours** of implementing an evidence-based intervention with a student who is struggling in the

school setting. In addition to these hours, students are expected to participate in class sessions, assignments, site visits, virtual meetings, and other course requirements.

Professionalism Policy: Students will demonstrate dispositions and behaviors that are consistent with the College of Education professional codes of conduct. Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness of assignments all determine your professionalism.

Please note the specific expectations included in descriptions of the course requirements listed above. While most of the course objectives are met through field-based experiences, attendance in class activities according to the dates on the course schedule is required.

The graduate student is responsible for identifying a student in the public education setting who is struggling that would benefit from an evidence-based intervention. Confidentiality of the student in accordance with FERPA, state, and local guidelines will be maintained at all times during the duration of the practicum semester.

Bibliography:

Exceptional Children

The DiaLog

TEACHING Exceptional Children

Learning Disabilities Quarterly

Intervention in School and Clinic

Wendling, B. & Mather, N. (2008). *The Essentials of Evidence-Based Interventions*. Hoboken, NJ: Wiley & Sons

Websites: Iris Center -- <http://iris.peabody.vanderbilt.edu/>

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

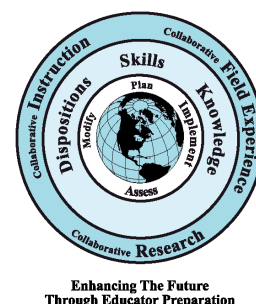
Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken and are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to

students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

The Conceptual Framework and Model

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners.



The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are:

Knowledge Base (CF1)

Technological Learning Environment (CF2)

Communication (CF3)

Assessment (CF4)

Effective Field Experience with Diverse Learners (CF5)

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

http://www.shsu.edu/~edu_edprep/

SPED 6308 Course Calendar

***** The schedule is subject to change as needed.**

Date	Topics and Activities	Requirements
Week 1 CLASS MEETS August 28, 2017 TWC 235 HURRICANE HARVEY – Class Cancelled	Review Course Syllabus and Objectives in Blackboard Review course forms and submission process How to conduct a literature review Using the Academic Success Center The identification and intervention process; Course project & process	Begin to plan the Case Study Intervention - Identify your student, Obtain the required Permissions Forms, support persons, determine your time constraints, etc. All Permissions due—Sept. 11th 9/8/17—Last Day to drop w/o “Q” All Permissions are due: Sept. 22nd
Week 1 Redo Sept. 5-8	If SPED 6321 students are available, we will try to have on online SKYPE Meeting to go over the course and how to get started.	
Week 2 September 5 Online HURRICANE HARVEY –	Read Text Chapter 1 Intervention in General & Special Education The SMAARTI System CHC Theory Basics Sign-up for your Chapter Presentation Date!	Review the posted resources and documents used to design a data collection plan, intervention, implementation of the individualized intervention, progress monitoring, and reflective analysis. Sign-up for Chapter Presentation Date!

<p>Class Suspended Many ISDs are still out of school: SHSU classes are in progress</p> <p>Blackboard Week 2 is Open!!!</p>	<p>If you have an idea of which student you will work with and an idea of the problem, go ahead and use this time to work on your literature review. Work with the Embedded Librarian in the Blackboard Course, if you need help with your search. You may be able to go ahead and write Part II.</p>	<p>All Permissions due Sept. 11th 9/8/17—Last Day to drop w/o “Q”</p> <p>All Permissions are due: Sept. 22nd - If you know your principal and the special education person you need signatures, you may be able to go ahead and send the forms to them. Most forms can now be signed electronically and returned. Then you can submit to Blackboard and have that part completed before returned to “resumed classes in your ISD on Sept. 11th)</p>
<p>Week 3 September 11 Online</p> <p>Blackboard Week 3 is Open!!!</p>	<p>VIDEO PRESENTATION Text Chapters 2 -3 Tiered Intervention Systems Essentials of Collaborative Intervention Planning</p>	<p>Identify Problem for Intervention Project</p> <p>Work on Part I of Project</p>
<p>Week 4 CLASS MEETS September 18 TWC 235 **All Permission Forms are DUE 9/22**</p> <p>Blackboard Week 4 is Open!!!</p>	<p>Class Presentation: Text Chapters 4—6 Reading and Math Interventions Data collection for planning, decision-making, and progress monitoring What is a Fidelity Checklist?</p>	<p>DUE- Intervention Approval by Professor All forms are due</p> <p>Compile professional readings and sources for Part II – Review of Literature.</p>
<p>Week 5 September 25 ONLINE</p> <p>Field Experience Begins</p> <p>Blackboard Week 5 is Open!!!</p>	<p>FIELD EXPERIENCE Intervention Week 1 – Field Experience work</p>	<p>Intervention is launched assuming all permissions were submitted and intervention approval received.</p> <p>Exam 1 Posted (40 Pts)</p>
<p>Week 6 October 2 ONLINE Field Experience</p> <p>Blackboard Week 6 is Open!!!</p>	<p>FIELD EXPERIENCE Intervention Week 2 – Field Experience work</p>	<p>Exam 1 Due (40 Points) October 8</p>
<p>Week 7 October 9 ONLINE Field Experience</p>	<p>Intervention Week 3– Field Experience work</p>	<p>Begin to complete Part I – Introduction</p> <p>Work on Literature Review</p> <p>Fidelity Checklist Template Due (20 Points) – SPED 6321 student develops</p>

		<i>the template</i>
Week 8 October 16 CLASS MEETS TWC 235	Intervention Week 4 – Field Experience work Class Presentation: Chapters 7–9 Written Language and & ELs with Learning Difficulties	PART I OF INTERVENTION PROJECT DUE (APA) Sections I. 1 – I.11 (132 Points) – Submit online Work on Literature Review
Week 9 October 23 ONLINE Field Experience	Intervention Week 5 – Field Experience work	Interim feedback on intervention project submissions Edit final draft of Literature Review
Week 10 October 30 CLASS MEETS TWC 235	Intervention Week 6 – Field Experience work Class Presentation: Chapters 10–11 Difficulties with Executive Functioning and Memory	PART II –Literature Review - OF INTERVENTION PROJECT DUE (APA) Sections II. 12 – II. 17 (72 Points)
Week 11 November 6 ONLINE Field Experience	Intervention Week 7 – Field Experience work	Begin to finalize the Intervention and work on Part III of the Report <i>* Be sure to have the Academic Success Center review your paper before final submission Nov. 27th!</i>
Week 12 November 13 CLASS MEETS TWC 235	Intervention Week 8 – Field Experience work Class Presentation: Chapter 12– Note-taking Difficulties, Chapter 13– Students from Low Resource Environments FINAL EXAM: 1st round of Poster Presentations of Interventions	Completion of the Individual Intervention Project with the student Exam# 2 Posted (1) Submit the completed Fidelity Checklist Data Sheet (<i>Can be handwritten</i>) to Dr. Mitchell. (2) <i>Be sure to make a PDF and include it as an attachment in the Final Report.</i>
Week 13 November 20 ONLINE Field Experience	Intervention Week 9 – Field Experience work *** FINAL WEEK TO COMPLETE FIELD EXPERIENCE*** Completed Final Report is due next week!!!	Exam 2 Due (40 Points)
Week 14 November 27 CLASS MEETS TWC 235	FINAL EXAM: 2nd Round of Poster Presentations of Interventions** FINAL REPORT DUE FINAL EXAM REFLECTION PAPER due Dec. 4, 2017	INTERVENTION PROJECT FINAL REPORT DUE – Online TK Submission <i>(Merge Sections I, II, III with Attachments = 36 Pts)</i> Begin work on the Final- Exam #3: Reflection Paper
Week 15 December 4 Individual Meetings TWC 235	FINAL EXAM – Reflection Paper Submission Due and Exit Interviews, if needed	<ul style="list-style-type: none"> - Final- Exam #3 - Reflection Paper Due - Individual Exit Interviews will be conducted only if performance is below expectations