

Submit originals and one copy and electronic copy to **Governance/Faculty Senate Office**  
See <http://www.uaf.edu/uafgov/faculty/cd> for a complete description of the rules governing curriculum & course changes.

**CHANGE COURSE (MAJOR) and DROP COURSE PROPOSAL**

**SUBMITTED BY:**

Department	Special Education	College/School	School of Education
Prepared by	Joanne Healy	Phone	474-1557
Email Contact	jhealy7@alaska.edu	Faculty Contact	Joanne Healy

**1. COURSE IDENTIFICATION:**

Dept	EDSE	Course #	610	No. of Credits	3
------	------	----------	-----	----------------	---

COURSE TITLE	Assessment of Students with Disabilities
--------------	--

**2. ACTION DESIRED:**

Change Course	<input checked="" type="checkbox"/>	If Change, indicate below what change.	Drop Course	<input type="checkbox"/>
---------------	-------------------------------------	--	-------------	--------------------------

NUMBER		TITLE		DESCRIPTION	
PREQUISITES				FREQUENCY OF OFFERING	
CREDITS (including credit distribution)	3+0 +1			COURSE CLASSIFICATION	
CROSS-LISTED		Dept.		(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)	
STACKED (400/600) Include syllabi.		Dept.		Course #	
OTHER (please specify)					

**3. COURSE FORMAT**

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT: (check all that apply)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6 weeks to full semester
OTHER FORMAT (specify all that apply)						
Mode of delivery (specify lecture, field trips, labs, etc)						

**4. COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

H = Humanities ☐

S = Social Sciences ☐

Will this course be used to fulfill a requirement for the baccalaureate core?

YES ☐

NO ☐

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6 also submitted ☐

W = Writing Intensive, Format 7 submitted ☐

Natural Science, Format 8 submitted ☐

**5. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES ☐

NO ☒

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

6. **CURRENT CATALOG DESCRIPTION AS IT APPEARS IN THE CATALOG: including dept., number, title and credits**

**EDSE F610 Assessment of Students with Disabilities**

3 Credits

Offered Summer; As Demand Warrants

Techniques and methods used for assessing students with disabilities. Focuses on the purpose of assessment, testing terminology and statistics, and administration and interpretation of formal and informal assessment procedures. Address assessment issues in all Alaskan communities. (3+0)

7. **COMPLETE CATALOG DESCRIPTION AS IT WILL APPEAR WITH THESE CHANGES: (Underline new wording strike through old wording and use complete catalog format including dept., number, title, credits and cross-listed and stacked.) PLEASE SUBMIT NEW COURSE SYLLABUS. For stacked courses the syllabus must clearly indicate differences in required work and evaluation for students at different levels.**

**EDSE F610 Assessment of Students with Disabilities**

3 Credits

Offered Summer; As Demand Warrants

Techniques and methods used for assessing students with disabilities. Focuses on the purpose of assessment, testing terminology and statistics, and administration and interpretation of formal and informal assessment procedures. Addresses assessment issues in all Alaskan communities. Field experience required. (3+0+1)

8. **IS THIS COURSE CURRENTLY CROSS-LISTED?**

YES/NO ☐ No

If Yes, DEPT

NUMBER

(Requires written notification of each department and dean involved. Attach a copy of written notification.)

9. **GRADING SYSTEM: Specify only one**

LETTER: ☒ X

PASS/FAIL:

10. **ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

None

11. **LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No ☐

Yes ☒ X

10/10/08. Library has over 300 books and numerous journals in the special education field. Request was submitted for new book acquisition.

12. **IMPACTS ON PROGRAMS/DEPTS:**

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

None

13. **POSITIVE AND NEGATIVE IMPACTS**

Please specify **positive and negative** impacts on other courses, programs and departments resulting from the proposed action.

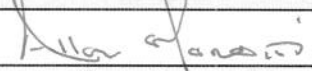
This will have a positive impact on the Special Education program by providing more and varied special education placements for students. Students will be aware of the fieldwork component of the class.

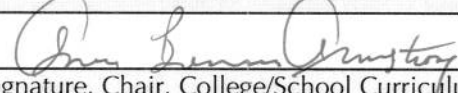
**JUSTIFICATION FOR ACTION REQUESTED**

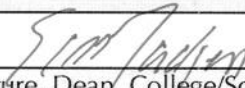
The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. If you ask for a change in # of credits, explain why; are you increasing the amount of material covered in the class? If you drop a prerequisite, is it because the material is covered elsewhere? If course is changing to stacked (400/600), explain higher level of effort and performance required on part of students earning graduate credit. Use as much space as needed to fully justify the proposed change and explain what has been done to ensure that the quality of the course is not compromised as a result.

Catalog needs to reflect the amount of fieldwork required for the course.

**APPROVALS:**

  
Signature, Chair, Program/Department of: \_\_\_\_\_ Date 8-24-10

  
Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_ Date 9.07.2010

  
Signature, Dean, College/School of: \_\_\_\_\_ Date 9/8/10

\_\_\_\_\_  
Signature of Provost (if applicable) \_\_\_\_\_ Date \_\_\_\_\_

**Offerings above the level of approved programs must be approved in advance by the Provost.**

**ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE.**

\_\_\_\_\_  
Signature, Chair, UAF Faculty Senate Curriculum Review Committee \_\_\_\_\_ Date \_\_\_\_\_

**ADDITIONAL SIGNATURES: (As needed for cross-listing and/or stacking)**

\_\_\_\_\_  
Signature, Chair, Program/Department of: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature, Chair, College/School Curriculum Council for: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature, Dean, College/School of: \_\_\_\_\_ Date \_\_\_\_\_

**UAF School of Education:**  
***“Preparing professional educators who are culturally responsive, effective practitioners”***  
**EDSE 610 Assessment of Students with Disabilities**  
**Summer 2009**

**Credits:** 3.0

**Instructor:** Joanne Healy, M.S.

**Day & Time:** 8:00am- 11:00am Mon & Tue & Wed & Thu & Fri

07/12/2010 - 07/30/2010

**Office:** Gruening Building 714A

**Location:** Old Upark, Fairbanks

**Phone:** (907) 474-1557

**E-mail:** jhealy7@alaska.edu

**Office Hours:** By appointment

**Required Readings**

**Texts:**

Cohen, L.G.; & Spenciner, L.J. (2007). *Assessment of children and youth with special needs*. 3<sup>rd</sup> ed. Boston: Pearson. ISBN:020549353-X

Gould, S.J. (1996). *The mismeasure of man*. 2<sup>nd</sup> ed. New York: Norton. ISBN: 9780393314250

Additional website and supplemental text/journal recommended readings will be assigned by the instructor dependent on weekly discussions.

**Course Materials:** A computer with Internet access is required. A UAF email address and access to Blackboard is also required.

**WEBSITES RELATED TO SPECIAL EDUCATION**

State of Alaska

- [Where to Turn: Governor's Council on Disabilities and Special Education](#)
- [Alaska State Department of Education](#)
- [Alaska Special Education Website](#)
- [Special Education Handbook](#)

Websites Related to Special Education

- [Council for Exceptional Children](#)
- [National Clearinghouse for Professions in Special Education](#)
- [National Information Center for Children and Youth with Disabilities](#)
- [Alaska Department of Education and Early Development, special education](#)
- [U.S. Department of Education, Office of Special Education and Rehabilitative Services](#)
- [Governor's Council on Disabilities and Special Education](#)
- [Autism Society of America, Golden Heart Chapter](#)
- [Alaska Statewide Special Education Conference](#)
- [National Down Syndrome Society](#)
- [Iris Center](#)
- [IDEA Partnership](#)
- [National Center on Response to Intervention](#)
- [U.S. Depart. of Ed.: Building the Legacy: IDEA 2004](#)
- [ASHA Podcasts](#)
- [Center for Disease Control \(CDC\)](#)
- [Stone Soup of Alaska](#)
- [Classroom Design](#)

Websites Related to Alaska Native Studies

- [Alaska Federation of Natives](#)
- [Alaska Inter-Tribal Council](#)
- [Alaska Native Heritage Center](#)
- [Alaska Native Knowledge Network](#)
- [Justice Center Website](#)

#### List of Professional Organizations

- [Council for Exceptional Children \(CEC\)](#)
- [American Psychological Association \(APA\)](#)
- [Learning Disabilities Association of America \(LDAA\)](#)
- [American Association on Intellectual and Developmental Disabilities \(AAIDD\)](#)
- [The Association for the Severely Handicapped \(TASH\)](#)
- [International Reading Association \(IRA\)](#)
- [Disability Law Center - Alaska](#)
- [Special Education Service Agency \(SESA\)](#)
- [National Down Syndrome Society](#)
- [American Speech-Language-Hearing Association \(ASHA\)](#)

## **COURSE CONTEXT**

This is part of the sequence of coursework for students enrolled in the Special Education Licensure program or the Special Education Masters Program.

Prerequisite for the course is admission to the Special Education Licensure program or the M.Ed. program in Special Education.

## **I. COURSE DESCRIPTION**

Techniques and methods used for assessing students with disabilities. Focuses on the purpose of assessment, testing terminology and statistics, and administration and interpretation of formal and informal assessment procedures. Addresses assessment issues in all Alaskan communities. Student will be expected to be proficient in working with student one to one in order to be able to assess student achievement. Field experience required.

### Alignment With School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

- Increase the number of qualified educators for Alaska's schools
- Enhance the professional skills of Alaska's K-12 educators
- Develop and support ongoing systemic educational collaborations with Alaska schools and communities
- Conduct collaborative research on cross-cultural and multicultural education

This course supports the UAF School of Education's mission by providing students with the understandings and skills necessary to successfully address the diverse individual and cultural needs of Alaska's students, schools, and communities. Emphasis is placed upon understanding students with exceptional needs.

## **II. COURSE GOALS**

Goal: The students will acquire a comprehensive understanding of how to assess exceptional learners both formally and informally, how to interpret a variety of test results, and how to adapt materials to meet student needs base on the test results,

### **Student Learning Outcomes:**

- The candidate will understand the basic terminology used in assessment and the underlying theoretical foundations for assessment methods (CEC #8 CC8K1)
- The candidate will understand the legal provisions and ethical principles regarding assessment of individuals, and the limitations of assessment instruments. (CEC #8 CC8K2, 4)



- The candidate will learn methods for use of assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. (CEC #8, CC8S6).
- The candidate will implement procedures for assessing and reporting both appropriate social behaviors of individuals with disabilities. (CEC#8, GC8S1)
- The candidate will evaluate instruction and monitor progress of individuals with exceptional learning needs and develop or modify individualized assessment strategies (CEC #8, CC8S7,8).

### **Technology Focus**

This course will help you understand local, state, and national resources for regulations pertinent to the Individuals with Disabilities Education Act. Using technology as a means of accessing resources to collaborate and support parents and educators and to share during individual presentations. Assistive Technology is available for check out at the Upark Computer Lab.

### **III. INSTRUCTIONAL METHODS**

This course will be taught using a variety of teaching methods including interactive lectures, audio conferences, Blackboard, internet research, reading assignments, student presentations, classroom observation and participation.

### **IV. COURSE POLICIES**

#### **Attendance and Class Participation**

Students are expected to participate **ON TIME** via audio conferences for all classes, participate in discussions, readings, and write reflections on the information presented. In case of an absence, the student is responsible for getting information **and** completing an independent research assignment to be presented at the next class meeting to compensate for missed instruction. Regular attendance, tardiness, and classroom participation will be considered in determination of the final grade. Late assignments will only be accepted for a legitimate and excused absence.

#### **Readings**

Assigned readings for each class are listed in the class outline. It is expected the material has been read prior to the start of class.

**Assignments** Due the day indicated on the syllabus.

#### **Field Experience**

At least 15 hours of fieldwork (NO exceptions) are to be completed in a special education setting during the semester. The instructor will make assignments to individual classrooms. An attendance log and reflective journal will be required.

#### **Plagiarism**

Academic integrity is a basic principle that requires all students to take credit only for the ideas and efforts that are their own. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Lifting passages of text from the Web is also plagiarism. Plagiarism is taken very seriously and may result in a student's dismissal from the teacher education program. Assignments will be typed and submitted in standard written English, observing rules of grammar, spelling, punctuation and syntax. Research citations will be written APA style in all work, as this is the designated style and format for the field of educational research. Internet citations must include the title of the website, universal resource locator, date of posting, date of access and other information included on APA format.

#### **Professional and Ethical Behavior**

UAF School of Education students are expected to adhere to the Alaska Code of Ethics for the Education Profession. The standards, adopted by the Professional Teaching Practices Commission, govern all members of the teaching profession. A violation of the code of ethics and professional teaching standards are grounds for revocation or suspension of one's teaching license.

#### **Student Code of Conduct and Expect Classroom Etiquette**

All guidelines and provisions of the UAF Student Code of Conduct will apply; see page 83 of the 2008-2009 UAF catalog or go to <http://www.uaf.edu/catalog/current/academics/regs3.html> for further details.

## **Academic Support Services**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening, (907) 474-5314. For students using distance delivery you can send your papers to the Writing Center using their Toll Free FAX 1-800-478-5246. They will FAX information back, and also email you regarding any questions. You need to use this resource at least once during the semester to meet writing expectations and to see what is available for students who may have a disability. Academic Support Services including library hours, computer lab hours/services, and writing center hours/services can be located at the following web site: <http://www.uaf.edu/sssp/>

## **Disabilities Services**

The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling provides academic accommodations to enrolled students who are identified as being eligible for services. The UAF faculty makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. To access services, the student must provide current disability documentation that supports the requested services. If you believe you are eligible, please contact Disability Services on the UAF campus at 474-7043, [fydso@uaf.edu](mailto:fydso@uaf.edu), or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student and enrollment services staff person at your nearest local campus. Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990 mandates disability support services.

## **V. ASSIGNMENTS**

### **COURSE ASSIGNMENTS**

Overview: The course texts were selected to provide a forum for discussion about issues that teachers encounter in their classrooms. We will be discussing the theories and philosophical ideas as related to reading instruction, AND we will be talking extensively about how these ideas can be applied to your students. It is very important that you read the texts and be prepared to talk about issues that were brought up, to react to ideas that you may not agree with, and to ask questions about things that were not clear. My questions and comments will be related to what you were expected to read

### **1. Field Experience Journal (50 Points)**

You are required to complete a 15-hour (NO exceptions) field experience in either the Autism Extended School Year (AESY) or Extended School Year (ESY) at Joy School. You need to sign in at the front office daily. The field experience will be completed over the length of this course and must consist of daily sessions lasting from 1 to 2 hours. You will keep a journal while engaged in this experience and turn it in via email as a word document with the most recent entry on the top.

When you first contact your cooperating teacher, discuss how you can be involved while in the classroom doing your case study observation. You are not expected to plan lessons and learning activities, but may assist the teachers and aides in the room as deemed appropriate and safe by the cooperating teacher. Record date and notes from this contact in your journal.

While you are observing in class, give the students and activities your full attention. Jot down what you did, learning characteristics and needs of the students you interacted with, activities taking place, thoughts about the purposes of these activities, professionals working with the students, unexpected events, etc. Include questions and thoughts about what took place and how it relates to content covered in class. Be sensitive to confidentiality. Do not include real names of professionals or students (use initials).

Prepare a thank-you note to your cooperating teacher, put it in an addressed and stamped envelope and turn it in to the instructor via e-mail copy together with your log on the due date.

Each entry has a maximum point value of 5. Consult the checklist below for journal content. Each entry should average a full page.

Criteria	Yes (1 Pt) No (0 Pt)
Entry dated	
Summary of day's observations, activities and professionals with	

whom you have collaborated.	
Learning characteristics/needs of students and how needs were met.	
Questions and thoughts about experience.	
Mastery of written English conventions.	

## **2. Case Study (150 Points):**

There will be a lengthy description posted on the Blackboard that will act as a guide to this process. The purpose of the case study is to encourage an inquiry approach to problem solving in educational contexts. The case study will be a comprehensive look at the student from a variety of perspectives. If you are not currently teaching, please contact me immediately in order to facilitate this process. If you are teaching, and the student is one of your students, it is important to let the administrator in the school and the parents/guardians know that you will be doing a case study for this student. Although you are probably doing this in your classes anyway, it is good practice to be sure to let the parents know that this is meant to be a process where you are collecting information that will be helpful, and that the confidentiality of the issues will be protected.

It is important that when you do this, that the name of the student be changed, along with obvious identifiable information that can be linked to the student.

## **3. Discussion Board: (25 points x 6 = 150 points)**

The discussion questions will be posted after audio classes. The purpose of the discussion board is to continue discussions and to provide a way for students to be more interactive. The discussion board is just that... a discussion. Evaluation is based on participation and whether comments were related to the topic in a relevant way. I will not give credit to discussion board postings that are not posted within a two-week time frame of the original question.... In other words, if you wait too long, you will not receive credit.

## **4. Two Inquiries: (2 x 50 points = 100 points)**

These are activities designed to link discussions with the concepts and to provide a way for students to see what others are doing. The inquiries should be complete and to the point, but not so brief as to not cover the information requested. Post them on the Discussion Board section of the Blackboard.

## **Daily Course Discussions:**

1. Mismeasure of Man. Pay particular attention to the historical and social foundations of intelligence as a construct, the idea of institutional racism, biological determinism, and causality. The Assessment Process : We will discuss Response to Intervention and recent developments in educational policies, Functional Behavior assessment and inquiry methods.

Discussion Board #1: Respond to the discussion about Gould's book. What does this have to do with assessment in schools today?

2. "Hereditarian Theory of IQ" Take Myers Briggs : Go to <http://www.humanmetrics.com>

Take the test and record your four letter score. Go to <http://www.myersbriggs.org> and read the MBTI basics. At the bottom of the article there is a box with the 16 types where you can click on the type you were given during the test. It will give you descriptors of each type. In class we will discuss the test and what it means for you as a teacher as well as the issues that arise with this kind of test.

3. Discussion of Myers Briggs Type Indicator

Discussion Board #2: Why do we need to know Myers Briggs? How will it help your students to know this?

4. The Language of Assessment

Discussion Board #3: Status reports on your case study. How are you making observations? What are you doing with work samples?

5. Informal Assessment and Performance-Based Methods

Discussion Board #4: What are your views on this topic of authentic assessment?



## 6. Involving Families. and Report Writing

**Inquiry:** Post on the Forum: Survey of assessments used in your school. What methods of assessment are used in your school? You may want to ask some other teachers what they do to assess reading, math, and monitor progress and behavior. In addition, what standardized assessments are used for assessing achievement, intelligence, behavior, reading, and math?

## 7. Achievement & Reading

**Inquiry:** Test review Select one of the standardized tests used in your school and evaluate the test using the Table on page 68 in the text (Cohen) as a guideline. Give an overview of what the test is used for, is the test culturally responsive – why or why not. What confidence do you have in the results for use in developing interventions?

## 8. Achievement

**Discussion Board #5:** Progress report of case study

## 9. Written and Oral Language

**Discussion Board #6:** What are your views on IQ testing?

## 10. Math & Cognitive Development

## 11. Adaptive Behavior & Behavior Issues

## 12. Assessment of young children

## 13. Transition

## 14 & 15 Case Studies discussion & Course Evaluation

### **Evaluation based on successful completion of the following assignments:**

**Field Experience Journal (50 Points)**

**Case Study (150 Points)**

**Discussion Board: (25 points x 6 = 150 points)**

**Inquiries: (2 x 50 points = 100 points)**

**Total Points 450**

Percentage of these points will determine grades using the following scale.

**GRADING SYSTEM:** The grading system is on a 10-point scale.

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 – 69%

F 59%

## **VI. COURSE CALENDAR**

### **COURSE OUTLINE**

Below is an outline of the course, which will serve as a guide of the sequence of assignments for candidates. I will make every effort to keep to the outline, but because good practice means adapting content to the needs of students, there may be changes to the schedule. This will always be announced and I will make an attempt to amend the syllabus. Usually this will be done in the form of an announcement. Please be sure to check with me if you have questions.

Class	Topic	Assignment	What's Due
1	Course Overview History of Assess.	Gould: 1-4	
2	Asses. Found. Framework. Evaluate Tests	Cohen: 1,2	Discussion #1 : Respond to the discussion about Gould's book. What does this have to do with assessment in schools today? Take Myers Briggs : Go to <a href="http://www.humanmetrics.com">http://www.humanmetrics.com</a>
3	" Hereditarian Theory of IQ" Fieldwork	Gould: 5	<u>Discussion Board #2</u> : Why do we need to know Myers Briggs? How will it help your students to know this?
4	The Language of Assessment Fieldwork	Cohen: 3	Discussion Board #3: Status reports on your case study. How are you making observations? What are you doing with work samples?
5	Informal Assessment and Performance-Based Methods	Cohen: 4	Discussion Board #4: What are your views on this topic of authentic assessment?
6	Informal Assessment and Performance-Based Methods Fieldwork	Cohen: 5 & 6	<b>Inquiry:</b> Post on the Forum: Survey of assessments used in your school. What methods of assessment are used in your school? You may want to ask some other teachers what they do to assess reading, math, and monitor progress and behavior. In addition, what standardized assessments are used for assessing achievement, intelligence, behavior, reading, and math?
7	Report Writing and IEP's Involving Families Fieldwork	Cohen: 7 & 17	Inquiry: Test review Select one of the standardized tests used in your school and evaluate the test using the Table on page 68 in the text as a guideline. Give an overview of what the test is used for, is the test culturally responsive – why or why not. What confidence do you have in the results for use in developing interventions?
8	Achievement Fieldwork	Cohen: 8 & 9	Discussion Board #5: Progress report of case study
9	Written and Oral Language	Cohen: 10 & 11	<u>Discussion Board #6</u> : What are your views on IQ testing?
10	Math and Cognitive Development	Cohen: 12 & 13	
11	Adaptive Behavior Behavior	Cohen: 14 & 15	
12	Assessment of young children	Cohen: 18	
13	Transition	Cohen: 19	
14 & 15	Case Studies discussion Course Wrap Up		Journal, Reflective Paper, Case Study

