



SPED 175 FINAL PRACTICUM IN MILD/MODERATE DISABILITIES

Semester:	Instructor:
Units: 3	Office:
Day/Time:	Email:
Location:	Phone:
Website: www.csufresno.edu	Office hours:

Prerequisites:

Successful completion of required coursework. Concurrent enrollment in SPED 137 required.

Vision:

The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Life-long Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description

SPED 175: Final Practicum in Mild/Moderate Disabilities is the final of four required supervised field experiences in the program. Teacher candidates will take part in an 8hr. day, full semester experience in a K-12 classroom, RSP or SDC, serving students identified with Mild/Moderate disabilities. They will spend a minimum of 350 hours in the field setting completing assessment, curriculum development and implementation, instructional activities and other professional duties of the special education teacher. Teacher candidates are required to demonstrate competency in those planning, assessment and instructional tasks required of effective special educators while steadily increasing their classroom responsibilities. Successful teacher candidates will take over most responsibilities of their Cooperating Teacher for a period of three weeks at the end of the semester.

Required Texts and Instructional Materials:

Special Education Student Teaching Handbook will be on Blackboard.

California State University, Fresno e-mail account (The University provides free email accounts to all students. Students may sign up for email online at <https://zimmer.csufresno.edu/csuf/index.html>. Internet accounts are available for a modest fee at <http://www.fresno.com/cvonline/cvip.html>.)

Primary Learning Outcomes

The learning outcomes are aligned with the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs adopted by the California Commission on Teacher Credentialing (CCTC), Teaching Performance Expectations (TPE), the National Council for Accreditation of Teacher Education (NCATE) Standards, and the KSOEHD Dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, Life-Long Learning.

Specific Pedagogical Skills for Subject Matter Instruction

[TPE 1 | PS 9]

1. Education Specialist candidates instruct students in the core academic curriculum at the grade levels and in the service delivery modes of their legal assignment.
2. Education Specialists deliver a comprehensive program of systematic instruction with accommodations and adaptations in the academic subjects of their assignment.

Monitoring Student Learning During Instruction

[TPE 2]

1. Education Specialist candidates use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the frameworks and state-adopted academic content standards for students based on their students' Individualized Education Programs (IEP).
2. Education Specialist candidates pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products.
3. Education Specialist candidates anticipate, check for, and address common student misconceptions and misunderstandings.

Interpretation and Use of Assessments

[TPE 3 | PS 5 | MM 1, 2, 3]

1. Education Specialist candidates will demonstrate their ability to use formative, and summative evaluations such as work samples, observations, portfolios, curriculum-based assessments.
2. Education Specialist candidates make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based, curriculum-based, and appropriate to the diverse

needs of individual students in varied learning environments, including the general education classroom.

Making Content Accessible

[TPE 4 | PS 3, 6, 8, 13 | MM 3,4]

1. Education Specialist candidates demonstrate the ability to participate in the development and implementation of IEP instructional goals aligned with the California content standards to the effective inclusion in the general education core curriculum with the use of appropriate adaptations and modifications, instructional materials, supports and classroom procedures.
2. Education Specialist candidates demonstrate the ability to adapt curriculum to ensure that students with mild/moderate disabilities have access to all content areas standards
3. Education Specialist candidates demonstrate the use of supplementary materials that wrap around the core content standards of language arts and mathematics
4. Education Specialist candidates demonstrate the ability to use computer-based technology to facilitate the teaching and learning process, including assistive technology to facilitate communication, curriculum access, and skill development of students with mild/moderate disabilities.

Student Engagement

[TPE 5 | PS 7, 12 | MM 1]

1. Education Specialist Candidates develop strategies that will allow students to foster their independence, practice self-determination and engage in pragmatic interaction skills.
2. Education Specialists demonstrate the ability to provide students with opportunities to engage in academic and social pursuits based on the student's developmental and functioning levels.

Developmentally Appropriate Teaching Practices

[TPE 6 | PS 11 | MM 3]

1. Education Specialist candidates demonstrate the ability to set student expectations based on their knowledge of typical and atypical development.
2. Education Specialist candidates develop and implement behavior support plans and accommodations that promote successful inclusion for students with disabilities within the general education setting, as well as plans that are specific for age appropriateness and severity of the disability.

Teaching English Learners

[TPE 7 | PS 10, 12, 13]

1. Education Specialist candidates apply pedagogical theories, principles and practices for the development of academic language, comprehension and knowledge in the subjects of the core curriculum.
2. Education Specialist candidates use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum

content comprehensible to English learners.

3. Education Specialist candidates allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as paraeducators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit.

Learning About Students

[TPE 8 | PS 12, 13 | MM 1]

1. Education Specialist candidates use formal and informal methods to assess student's prior mastery of academic language abilities, content knowledge, and skills to maximize learning opportunities for all students.
2. Education Specialist candidates learn about student's abilities, ideas, interests and aspirations.

Instructional Planning

[TPE 9 | PS 3, 13 | MM 1, 2, 3, 4, 5]

1. Education Specialist candidates plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.
2. Education specialist candidates demonstrate a variety of evidence-based and effective teaching practices that promote the achievement of student outcomes.
3. Education Specialist candidates use student outcome data to systematically adapt and modify instruction and learning environments based on specific learning disabilities and other handicapping conditions, plan, modify, deliver and evaluate instruction based on IEP/ITP objectives in academic, social skill, behavioral, career/transition, and personal and community domains.

Instructional Time

[TPE 10]

1. Education Specialist candidates allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks.
2. Education Specialist candidates establish procedures for routine tasks and manage transitions to maximize instructional time.
3. Education Specialist candidates demonstrate the ability to use a variety of grouping structures, such as peer-mediated, small and whole group, and independent structures to facilitate active participation and learning of diverse groups of learners in general education and special education settings.
4. Education Specialist candidates demonstrate the ability to coordinate, direct and communicate effectively with other special education service providers, general education teachers, paraprofessionals/instructional assistants, and volunteers for useful instructional activities.
5. Education Specialist candidates demonstrate the ability to co-teach and collaborate with

general education professionals regarding students with IEP/ITPs in general education settings.

Social Environment

[TPE 11 | PS 12 | MM 4]

1. Education Specialist candidates demonstrate the ability to use a variety of effective strategies, including methods for promoting positive behavioral and social skills for building constructive relationships between all students.
2. Education Specialist candidates work collaboratively with general education teachers and other professionals to provide effective positive behavior support in a variety of educational settings.

Professional, Legal, and Ethical Obligations

[TPE 12 | PS 2]

1. Education Specialist candidates manage their professional time spent in teaching responsibilities to ensure that academic goals are met.
2. Education Specialist candidates understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals

Professional Growth

[TPE 13 | PS 4]

1. Education Specialist candidates evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning.
2. Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies.

Case Management

[MM 6]

1. Education Specialist candidates demonstrate skills in case management including legal & instructional requirements based on the individual needs of the student with mild/moderate disabilities.
2. Education Specialist candidates demonstrate coordination of the IEP process and service delivery for individuals referred for special education and those identified with mild/moderate disabilities
3. Education Specialist candidates demonstrate collaboration, communication and documentation of student needs, services and progress for identified students with mild/moderate disabilities and those in the referral process, including collaboration and communication with Gen Ed teachers, other Sp. Ed service providers, paraprofessionals, community agencies, and parents.
4. Education Specialist candidates demonstrate skills in providing consultation, resource information, and materials regarding individuals with exceptional needs to their parents

and to staff members.

5. Education Specialist candidates demonstrate monitoring of pupil progress on a regular basis, participation in the review and revision of IEPs as appropriate, and referral of pupils who do not demonstrate appropriate progress to the IEP team.

University Policies

Available for review on the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Course Requirements

Teacher candidates will be assessed through written work, but the majority of assessment will be performance based. These performance-based activities will verify the application of theory and research in making instructional decisions and improving pedagogical practices in the candidates' assigned classroom. Candidates are asked to work in conjunction with their professors for SPED 137 to complete assignments in their assigned field placement.

Evaluation

- 1. Cooperating Teacher Observations:** Your cooperating teacher will complete a minimum of four evaluations of your teaching and implementation of other duties during the semester and complete the appropriate forms. (Cooperating teacher applies only to those students who are not teaching in their own classrooms.)
- 2. University Supervisor Observations:** Your university supervisor will visit the practicum site approximately one time each two-three weeks (a minimum of six visits). There will be six scheduled formal observations in which candidates are required to provide a full lesson plan (format provided by university supervisor). Candidates should expect supervisors to make some random visits. Lesson plans (Plan Book) should always be available to supervisors when they visit. Candidates are required to call their university supervisor if they are going to be off campus or absent from school on any day. The supervisor will provide written feedback on documentation of competencies after each visit.
- 3. Mid-term and Final Evaluation:** You, your master teacher, and your university supervisor will meet and complete the Mid-Semester Evaluation Form and Final Conference and Exit Evaluation Form. You will also complete a self-evaluation at midterm and final evaluation. A grading matrix is provided to candidates, cooperating teachers and university supervisors.
- 4. Teaching Sample Project: Part 2 – Intervention Plan:** The Teaching Sample Project is a performance assessment in which teacher candidates provide credible evidence of their ability to facilitate learning by meeting the Teaching Performance Expectations (TPE) listed above. These TPEs are consistent with Teaching Process Standards that have been identified by research and best practice as fundamental to improving student learning. Part 1 was completed in SPED 136/171.

- 5. Electronic Portfolio:** Each candidate in the Education Specialist Credential Program at CSUF is required to develop an electronic portfolio. The development of the Portfolio is an ongoing process throughout participation in the Level I Special Education Program at California State University, Fresno. The portfolio represents each candidate's opportunity to highlight developing competencies in relation to the required **Level I CCTC standards**, provides an opportunity to critically reflect on what they have learned through course work and/ field work activities, and serves as a way to document professional development. For the Special Education Program at CSU Fresno, the Portfolio will contain documentation of the candidate's ability to perform the duties expected of a special education teacher and will be used to evaluate candidate competence prior to recommendation for an Education Specialist Level I Credential in Special Education. Specific guidelines will be provided in Student Teacher Handbook.

GRADING POLICY FOR FINAL PRACTICUM

Candidates must receive a grade (A-B) as a result of their performance in their classrooms and documentation of the required standards. The cooperating teacher and university supervisor jointly confer with the candidate and complete the appropriate forms designed for evaluation of SPED 175. There is a mid-term progress report and a final report done in a three-way conference with cooperating teacher, student teacher, and university supervisor. In general, there are two requirements:

1. The successful completion of all student teaching competencies.
2. A grade of B or better as evaluated by the master teacher and the university supervisor.
3. Grades are weighted as follows:
 - 40% - Formal Observations
 - 30% - Teaching Sample Project
 - 30% - Electronic Portfolio

Early Warning Process

When candidates do not successfully complete all student teaching requirements, the steps listed below will be followed and completed within a timely manner.

1. A **joint conference** will be held with the student teacher, master teacher, and university supervisor. The coordinator of Professional Field Experiences and/or the Special Education coordinator and site principal will be notified.
2. The university supervisor will prepare a written summary of the conference. This report will state the areas of needed improvement and recommendations for remediation, including a timeline. The student teacher and university supervisor must sign and date the report. Copies of all observations, evaluations, and competency reports are attached to the report. Copies will be given to all concerned parties.

3. The master teacher and/or the university supervisor will document progress. The university supervisor will conduct weekly formal observations and evaluations. A conference to review progress will be conducted at least once weekly, which may necessitate the student teacher coming back to school for meetings outside of student teaching hours. If satisfactory improvement has not been demonstrated by the student teacher, a **second joint conference** will be conducted between the student teacher, master teacher, university supervisor, and the coordinator of Special Education. The site principal will be informed of this conference. The university supervisor will prepare a written summary of this conference. This summary, with evaluations, the weekly block plan (SPED 171) and competency matrix attached, will include a notation that the student teacher has been placed on probationary status. Areas of needed improvement will be identified as well as steps for remediation. A specified date for satisfactory completion will be noted, and the teacher candidate must adhere to this time line or be removed from the classroom. Removal from the classroom will result in a grade of F. The student teacher and university supervisor must sign and date this report and copies will be given to all concerned parties.
4. A **third joint conference** will be held with all concerned parties within three days of the deadline date specified in the second conference, again followed by a written summary with recommendations and signatures of the parties involved. The final responsibility for the assignment of a course grade lies with the university supervisor. A grade of C or below indicates unsuccessful completion of the course. A recommendation for the Preliminary Credential **will not** be made under these circumstances.
5. This process will not be extended beyond the term of the CSUF semester.
6. If the student believes the grade has been assigned unfairly, information may be obtained pertaining to the University's policy and procedure for protesting a final grade in the Office of Advising Services, Joyal Administration, Room, 224. Teacher candidates may petition the faculty to retake a course. The student teacher may be allowed an additional field experience based on the circumstances and the assessment of the individual's potential for success. This decision is made in consultation with the members of the Admissions and Standards Committee

See Handbook for Student Teaching Schedule

**Teaching Sample Project: Part 2
Intervention Plan***

*Signature assignment for SPED 136

Throughout the project, teacher candidates will meet with their supervisors and cooperating teachers to discuss, plan, and reflect upon the teacher candidate’s planning and instructional delivery, and ability to meet the needs of all learners. Supervisors will observe the implementation of some of these requirements during site visits and will monitor your progress on their completion throughout the course of the semester.

**TSP: Part 1
Students Receiving Special Education Services
[TPE 8, 10, 11 | M/M Standard 1 | Program Standard 15]**

In this section you will choose one or a small group of students with identified disabilities in language arts and/or mathematics. Identify one or more of the categories under which the student(s) qualify for special education services as defined by IDEA. You will choose to address the students’ instructional needs/IEP Objectives in mathematics or language arts. Identify any processing disorder(s) and discuss how you will tailor instruction to meet the needs of the learner. Based upon the information collected, develop a plan for behavior management/motivation including expectations, accountability, and positive reinforcement. [25 points possible]

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For example: TSP1_Jamgochian.doc

Please include the rubric below with your paper.

Description of Student(s)		
<p>Narrative description of student(s) (age, grade, gender, amount of time spent in general and special education, Special Education/support services).</p> <p>Identify category/categories under which student qualifies for special education services, as well as any processing disorders/difficulties.</p> <p>Identify student strengths and needs in mathematics and/or language arts.</p>	5 points	
Implications for Instruction		
<p>Narrative description of implications for instruction</p> <p>How will you tailor instruction to meet student needs?</p>	<p>Each factor is specifically relevant to the students described above</p> <p>Implications are appropriate to instruction in mathematics or language arts for students with diverse learning needs</p>	8 points

Behavior Management Plan		
Narrative description of expectations, accountability, and positive reinforcement	<p>Include <u>at least</u> 3 expectations for student behavior that will support student learning.</p> <p>Include 1 expectation that encourages students to take responsibility for and ownership of their learning.</p> <p>For each expectation, include an example of how you will respond when students do and do not meet the expectations (i.e., what are the positive reinforcers and consequences?).</p>	12 points
Structure [Deductions only]		
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.		-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP1_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

TSP: Part 2
Design for Instruction

[TPE 7, 8, 9 | M/M Standard 3 | Program Standard 13]

In this section you will develop measureable, attainable, short-term goals and a series of lesson objectives, including the CA Essential Standards addressed, based upon the chosen deficits/IEP Objective(s). You will deliver 8-15 days [2-3 weeks] of intervention matched to student skill deficit or 8-15 days of differentiated instruction using State Board of Education (SBE) core curriculum. You will include a detailed description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice. [25 points possible]

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Please include the rubric below with your paper.

Short-Term Goal(s) and Lesson Objectives		
Provide an overview of the short-term goal(s) and lesson objectives related to your instruction for the student(s) described in TSP: Part 1.	Learning outcomes are written in terms of student learning and can be observed and measured. They are challenging, varied, and appropriate to the student(s) and short-term goal(s). CA standard related to each outcome is included; outcomes are explicitly aligned with content standards *May be presented in a table or outline format.	5 points
Rationale for Goals/Objectives		
Explain why the learning goals you identified are appropriate	Rationale connects goals/objectives to content and a justification is provided for the appropriateness of the outcomes for student(s).	5 points
Instructional Design		
Lesson Descriptions (3 lessons)	Include: <ul style="list-style-type: none"> • Lesson objective(s) • Materials needed • Sequence of lesson (Model, guided and independent practice) • Examples of instructional strategies/activities for each step (Model, guided and independent practice); demonstrate a variety of strategies and activities across lessons 	15 points (5 per lesson)
Structure [Deductions only]		
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.		-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP2_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

TSP: Part 3
Curriculum-Based Measurement
 [TPE 1A, 2, 3 | M/M Standard 2 | Program Standards 5 & 9]

In this section you will administer curriculum-based measurements for the purposes of evaluating the efficacy of your instruction. You will administer 3 CBMs to establish a baseline, then 3 more throughout the intervention, to track student progress. Copies of dated, scored probes are to be included in the project. You will demonstrate your ability to analyze and interpret the curriculum-based measurement to plan effective and differentiated instruction and interventions. [25 points possible]

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Please include the rubric below with your paper.

Description of CBMs		
Describe the assessment, scoring, and evaluation criteria for your CBM	Provide a description of the CBM: <ol style="list-style-type: none"> a. exact tasks, items, questions, or methods used (can be a copy of the assessment) b. exact wording for oral and/or written directions for students (may be included on assessment copy) c. assessment adaptations for the student(s) in your intervention d. scoring criteria, including correct/ appropriate responses e. criteria for determining student learning Comment on: <ol style="list-style-type: none"> a. the relationship between the CBMs and short-term intervention goal(s) b. the importance of collecting that particular evidence c. how the results will help inform your instruction 	5 points
Establish a Baseline		
Administer 3 equivalent forms of the CBM to establish a baseline (median) score	Include copies of dated, scored probes. Present baseline data in a table.	5 points
Monitor Student Progress		
Administer 3 additional probes (e.g., days 3, 6, and 10 of the intervention)	Include copies of dated, scored probes. Present data (including baseline median) in a table and graph.	5 points

Analyze Data		
<p>Draw conclusions about your intervention planning, instruction, and assessment based on the data.</p> <p>Describe the degree to which you were able to meet students' needs and the evidence you used to draw your conclusions.</p>	<p>Align analysis with learning outcomes and standards and highlight the learning of students in the intervention.</p> <p>Interpretation is meaningful and supported by evidence of student learning.</p> <p>Conclusion recognizes teacher's role in and responsibility for student learning, based on student success.</p>	10 points
Structure [Deductions only]		
All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.		-1 to -3 points
Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP3_Jamgochian.doc) and submitted to Blackboard.		-1 to -3 points

TSP: Part 4
Instructional Decision-Making
 [TPE 2 & 9 | Program Standard 3 | M/M Standard 3]

In this section you will describe examples of instructional decisions made during the project based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation. [25 points possible]

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Please include the rubric below with your paper.

Instructional Decision #1		
<p>Describe <u>what caused you to rethink</u> your instructional plans.</p> <p>Describe <u>what you changed</u> and explain why you thought this would improve students' progress toward the learning outcome(s).</p>	<p>Instructional decision focuses on learning</p> <p>Strategies for assessing students learning are identified (CBM, observation, student response to instruction, etc.)</p> <p>Instructional changes address students' needs (i.e., they are aligned with the student responses that initiated the change in plans) <u>and</u> are aligned with your learning outcomes</p> <p>Reasons are provided for the instructional change, as is a description of how the change improves student progress toward the learning objectives</p>	12.5 points
Instructional Decision #2		
<p>Describe <u>what caused you to rethink</u> your instructional plans.</p> <p>Describe <u>what you changed</u> and explain why you thought this would improve students' progress toward the learning outcome(s).</p>	<p>Instructional decision focuses on learning</p> <p>Strategies for assessing students learning are identified (CBM, observation, student response to instruction, etc.)</p> <p>Instructional changes address students' needs (i.e., they are aligned with the student responses that initiated the change in plans) <u>and</u> are aligned with your learning outcomes</p> <p>Reasons are provided for the instructional change, as is a description of how the change improves student progress toward the learning objectives</p>	12.5 points
Structure [Deductions only]		
<p>All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.</p>		-1 to -3 points
<p>Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP4_Jamgochian.doc) and submitted to Blackboard.</p>		-1 to -3 points

TSP: Part 5
Reflection & Self-Evaluation
 [TPE 12 & 13]

In this section you will reflect upon the relationship between your instruction and student learning outcomes. Describe specific strategies and/or curriculum used and the relationship to student success. Develop professional development goals based upon the experience of the project. [25 points]

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Please include the rubric below with your paper.

Reflection & Self-Evaluation	
<p><i>EFFECTIVE INSTRUCTION</i></p> <p>Identify successful activities and assessments and provide plausible reasons for success.</p> <p>Include references to instructional techniques for students with diverse learning needs.</p> <p>Demonstrate a connection between learning outcomes, instruction, assessment, and your personal subject matter knowledge.</p>	10 points
<p><i>CHANGES TO IMPROVE STUDENT LEARNING</i></p> <p>Provide at least two suggestions for redesigning learning outcomes, instruction, or assessment and explain why these changes would improve student learning</p>	7 points
<p><i>PROFESSIONAL DEVELOPMENT GOALS</i></p> <p>Identify two professional goals that emerged from your insights & experiences teaching the intervention.</p> <p>Describe 2 concrete steps you will take to achieve the professional goals you identified (professional organizations, classes, etc.)</p>	8 points
Structure [Deductions only]	
<p>All components are error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.</p>	-1 to -3 points
<p>Submitted according to directions: Rubric attached. Assignment saved with appropriate naming protocol (e.g., TSP5_Jamgochian.doc) and submitted to Blackboard.</p>	-1 to -3 points