**EPSE 317 2019 COURSE SCHEDULE**

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| **Date** | **Lecture Topic** | **Lecture Activity** | **Breakout Topic** | **Breakout Activity** |
| 7/2 | Intro course | Start concept maps | Areas of Exceptionality | Have students introduce themselves, Sign-Up |
| 7/3 | Inclusion | Visual Representation | Discussion - Inclusion | Spirit Buddies |
| 7/4 | UDL | Turn & Talk | Discussion - Cast/TBM | Venn Diagram |
| 7/5 | SEL | 10 Qualities/ MI Survey after break | No Breakout |  |
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| 7/8 | Mental Health | Visualization / Math Equation for Well-Being | Discussion -Definitions | Explore frameworks |
| 7/9 | Trauma (Shelley & Nancy) | Reflection on practicum | Discussion – Trauma/Neurology | Form Groups |
| 7/10 | Brain Unit & DBT | Accepts Scripts | Discussion – EOS Chapters | Class meeting |
| 7/11 | Assessment of SEL/MH | Case example | Worktime Assignment #1/Specialists | |
| 7/12 | No Lecture |  | Hour #1 – Assessment of Class Profile | Hour #2 – Worktime Assignment #1/Specialists |
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| 7/15 | Intro 4 models – PBL & LB | Sample PBL |  | Land Based PBL – Mobility at UBC |
| 7/16 | TBM Steps 1-4 (Shelley & Nancy) | Sample Year Plan | Assessment | Explore Rubrics & relation to curriculum document |
| 7/17 | TBM Step -5 | Brainstorm centers | Differentiation | Rubrics – Create a row and think about centers |
| 7/18 | Planning Triangle  (1/2 hour) |  | B.Ed. Survey | Planning triangle for EPSE 317 |
| 7/19 | No Lecture |  | Work day | |
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| 7/22 | Literacy & Numeracy | | No breakout | |
| 7/23 | Implementation | | DI | Centers |
| 7/24 | IEP’s & SBT | | No breakout | |
| 7/25 | Top 5 things about each exceptionality – Gallery Walk | | Course Eval | Design IEP |
| 7/26 | Closing (1/2 hour) |  | Reflections | |