

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Fall 2010

SPED 534-01: Involvement of Parents and Families Who Have Children with Disabilities (3 credits)

COURSE INFORMATION

Course Prerequisites:

Student teaching or experience in the education professions.

Catalog Description:

The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction.

Extended Description:

This course provides students with the theory, general principles and practices for understanding, communicating, and collaborating with culturally and linguistically diverse families who have children with disabilities. Multicultural strategies for establishing collaborative partnerships among families, school personnel, community agencies, students and other stakeholders are provided. This course is designed to enable participants to:

- a. understand family systems from a multicultural perspective;
- b. develop skills that enable educators to communicate and support families with children with disabilities;
- c. establish family/professional partnerships for a variety of purposes (i.e. helping families meet basic needs of their children, referring and evaluating for special education, designing and delivering the individual educational program, extending learning in the home and community, participating in school activities, and advocating for quality services for students with disabilities.)

Interacting with families is necessary for participants to gain a comprehensive view of the strengths, needs, and perspectives of the culturally diverse families and provide appropriate support. Lectures, case studies, videos, small group activities and discussions, family and community guest speakers are all used to enable the participants to gain the necessary knowledge and skills needed to effectively support families and their children with disabilities.

Relationship to the Professional Program:

This is a required course for the M.Ed. in special education with a concentration in urban multicultural special education. This course is offered for students who have advanced in their professional preparation beyond student teaching or have experience in any of the education professions. Recognizing the realities of the presence of children with disabilities within all schools and the importance of collaboration with significant stakeholders in the lives of such children, special educators and other professionals are expected to understand the theory, general principles, and procedures for fostering collaborative partnerships among families and professionals. Special educators and other educators need to acquire a framework for understanding families; their roles and functions as a basis for developing partnerships designed to optimize life opportunities for children with disabilities.

Relationship to Conceptual Framework Advanced Competencies and FSEHD:

As a course for advanced students in the Department of Special Education or other educational disciplines, this course builds upon the foundational knowledge the student has acquired in the sequence of professional courses in elementary and/or secondary education and other professional specialty areas. Common core knowledge related to the assessment, planning and evaluation paradigm represent the essential foundation background for activation of new knowledge gained in the theory, development and application of procedures for establishing productive partnerships between families and professionals. All students are challenged to reflect on their own family history and experiences, their current practices with families of children with disabilities and use this reflection as a basis for making any needed changes. Advanced students are required to integrate contemporary, multidisciplinary theory and research on empowerment and the conceptual framework for collaboration to effectively address the priority needs of culturally diverse students with disabilities.

The course complements the student's knowledge within his/her professional sequences in the FSEHD. The relationship is evident in the following ways:

1.) students draw upon foundational skills and background in the special education process of pre-referral, referral, assessment, planning, instruction and evaluation; 2) students understand the disability issues and the family, school, and community context within which the person with a disability must activate his or her unique abilities; and 3) students actively incorporate the knowledge gained from both student interaction and involvement with a family of a person who has a disability.

Relationship to TESOL Standards:

This course relates most directly to the following TESOL Standards: (1.b.8); (2.a.1); (2.a.3) ; (2.b.2); (5.b.1)

1. Understand and apply knowledge of socio-cultural and political variables to facilitate the process of learning English (1b8).
2. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning ESL. (2.a.1)
3. Understand and apply knowledge about home/school communication to enhance ESL teaching and build partnerships with ESOL families. (2.a.3)
4. Understand and apply knowledge about how an individual's cultural identity affects their ESL learning and how levels of cultural identity will vary widely among students. (2.b.2)
5. Advocate and serve as language and education resources for students and families in their schools and communities. (5.b.1)

Relationship to CEC Individualized Independence Curriculum and General Curriculum Referenced Standards.

This course relates most directly to the following CEC Standards:

IC1	GC1	Foundations
IC2	GC2	Characteristics of Learners
IC3	GC3	Assessment, Diagnosis, and Evaluation
IC4	GC4	Instructional Content and Practice
IC5	GC5	Planning and Managing the Teaching & Learning Environment
IC6	GC6	Managing Student Behavior
IC7	GC7	Communication and Collaborative Partnerships
IC8	GC8	Professionalism and Ethical Practices

COURSE TEXT AND MATERIALS:

Required Text:

Turnbull and Turnbull (2001). *Families, Professionals, and Exceptionality: Collaborating for Empowerment* (fourth edition). Columbus: Merrill.

Lynch, E. and Hanson, M.(1998) *A Guide for Working With Children And Their Families: Developing Cross-Cultural Competence*. (2nd edition).Baltimore: Paul Brooks Publishing Co.

Marsh, J. (editor). *From The Heart: On Being the Mother of a Child With Special Needs*. (1995). Bethesda, Maryland: Woodbine House.

Recommended Text:

Harry, Beth. (1992). *Cultural Diversity, Families, and the Special Education System: Communication and Empowerment*. New York: Teachers College Press.

COURSE OUTCOMES:

As a result of this course students will:

1. Demonstrate sensitivity, awareness, and respect for the feelings and needs of diverse families who have a child or children with disabilities and the communities where they live. **KNOWLEDGE: Professional Awareness;** CEC: Collaboration, Individual learning Difference (GC1.K.4, S.1); (RIPTS: 7 Collaboration) (TESOL 2.a.1)
2. Seek to advocate and protect the rights of learners and families; to intend to act in an ethically and professionally responsible way towards CLD children and families. (Professional Ethics, Collaboration & Advocacy), **PROFESSIONALISM: Professional Ethics;** CEC: Professional Ethics (IC3.K2; ICE. K3; IC.K5; GC3.K2, GC3. K3; GC7.K5); (RIPTS: 11 Professional Ethics); (TESOL 1.b.8; 5.b.1; 5.b.3)
3. Understand disabilities from a global perspective and demonstrate understanding of how students with disabilities are perceived and served in public schools throughout the world. **KNOWLEDGE: Contextual Perspective;** CEC: Individual Learning Differences (IC1.K1;IC1.K3; GC1.K1;GC1.K4; GC1.S2);(RIPTS :1 General Knowledge); (TESOL 2.a.3)
4. Demonstrate a willingness to better understand one-self in order to reach authenticity as a communicator and collaborator. **KNOWLEDGE: Contextual Perspective,** CEC: Professional and Ethical Practice (GC7.K5; IC7.K5); (RIPTS: 1 General Knowledge); (TESOL 2.a1; 2.a3)
5. Honor the child's family as a primary decision-maker in the child's life, and maintain a community-focused orientation to the provision of special education services. **KNOWLEDGE: Contextual Perspectives, Professional Awareness;** CEC: Collaboration (GC7.K4, IC7.K4); (RIPTS: 7 Collaboration, 11 Professional Ethics);(TESOL 2.a.1)
6. Describe variations in beliefs, traditions, and values across cultures within society and their effects on the relationships between child, family, the community, and the educational system. **KNOWLEDGE: Contextual Perspective;** CEC: Foundations (GC7.k4; IC7.4); (RIPTS 7 Diversity, 7 Collaboration);(TESOL 2.a.1)
7. Describe the conditions in urban environments and how they influence a family's perception, priorities, activities, behaviors, stress factors, and ability to work collaboratively with school personnel. **KNOWLEDGE: Contextual Perspective** (Collaboration & Advocacy; Pedagogy & Assessment); CEC: Collaboration (GC1.S2); CEC: Collaboration; (RIPTS: 4-Diversity, 7 Collaboration); (TESOL 2.a.3)
8. Explain the historical and current role of families and parents and the context for family-professional collaboration. **KNOWLEDGE: Contextual Perspective, Domain-Specific Knowledge;** CEC: Collaboration, Foundations; (GC1.S1; IC1.S1;GC7.K1; IC7.K1; GC7,K3; GC7.K4; IC7.K3;IC7.K4); (RIPTS: 1 General Knowledge, 7 Collaboration) (TESOL 2.a.1)

9. Demonstrate an understanding of families: characteristics, interaction styles, functions and family life cycles. **KNOWLEDGE: Contextual Factors**); CEC: Foundations (RIPTS: 7 Collaboration); (TESOL 2.b.2)
10. Demonstrate an understanding of collaboration for empowerment through communicating among reliable allies, meeting families' basic needs, referring and evaluating for special education, individualizing for appropriate education, extending learning into home and community, attending and volunteering at school, and advocating for systems improvement., **KNOWLEDGE: Domain-Specific Knowledge**, CEC: Collaboration (GC7.S1; GC8.K4; IG8.K3) (RIPTS: 7 Collaboration); TESOL 5.b.1; 5.b.2; 5.b.3; 2.a.3)
11. Demonstrate skill in accessing multilingual/multicultural agencies, community centers, and religious organizations to provide support to families with disabilities. **KNOWLEDGE: Domain-Specific Knowledge**, CEC: Collaboration (GC7.K1; IC7.K1) (RIPTS: 7 Collaboration); (TESOL 5.b.1;5.b.2; 5.b.3; 2.a.3)
12. Demonstrate knowledge of reflective practices and implications for communicating and collaborating with diverse families. **PRACTICE: Professional Identity Development** (Planning, Action, and Reflection); (RIPTS: 10 Reflection)

COURSE REQUIREMENTS AND EVALUATION

Percent of Total Grade

1. Attendance and Participation

15%

Attendance and participation is vital due to the interactive nature of this course. All students are expected to attend, participate in class regularly, and complete all weekly readings and assignments. Students must notify instructor prior to any absences and make arrangements with the instructor to make up course content missed.

Participation will be graded on the following performance variables as demonstrated in class discussions, group work, and team presentations:

a.) demonstrated ability to understand and react to readings; b.) demonstrated ability to attend to significant issues raised in class discussions, lectures, and readings; c.) demonstrated ability to relate chapter content to contemporary practices in schools and agencies; d.) demonstrated ability to clearly articulate areas where changing practices need to occur, especially as it relates to CLDE families.

2. Midterm Project: Listening to Families

25%

Identify a culturally diverse family with a member having a disability and arrange an opportunity to listen to their story (using the Conversation Guide in Appendix B of your text as a guide). You are to add, delete, and modify this guide in order to adjust your interview to your particular family. The purpose of listening to families is to gain a comprehensive view of their perspectives as to their strengths, preferences, and needs as a basis for providing personalized and relevant family support. In order to conduct a comprehensive, high quality interview, you may need to meet your family on more than one occasion. It is important that your interview is comprehensive and time is needed to do this. Prepare a typewritten report (5-10 pages) synthesizing family-systems information from your conversations according to the following outline:

1.) Characteristics; 2.) Interactions; 3.) Functions; 4.) Life Cycle; 5.) Family Strengths; 6.) Family Preferences; 7.) Family Needs; 8.) Proposal for Supporting Family. .Each person will have an opportunity to share their project with the other students in the class. You will be given a rubric prior to doing this assignment. The criteria and benchmarks in this rubric will be used to evaluate your project.

**3. Select from your text (Turnbull & Turnbull) one of the following chapters: 9, 10, 11, 12, 13.
Prepare a five-page summary and oral presentation**

Group I Papers & Presentations Due

Group II Papers & Presentations Due

20%

Include in the summary, implications of this information for educators working with families. This assignment is to be done by teams working collaboratively. Each team is to prepare a 30 minute oral presentation that actively involves the class as participants as well as a five-page summary to be distributed to each of the participants. This assignment will be assessed using a "Research and In-Class Presentation Rubric". Participants in the class will evaluate each presenter as well as evaluate each group presentation. The class evaluations will be averaged and account for 50% of the grade for this assignment. The remaining 50% will be evaluated by the Professor for this course.

4. Write your own cultural/linguistic/socio-economic family biography 20%

Explain how it has influenced your attitudes, perceptions, and behaviors in your role of male or female, friend, wife or husband, parent, and teacher. Reflect on child-rearing practices within your family and traditions, customs, and activities of importance. (This autobiography needs to be a minimum of ten written pages and should reflect an understanding of family systems and integrate course content.) Your assignment will be assessed with a rubric that you will receive prior to writing this assignment.

5. Case Study Exam

20%

The final exam contains seven cases studies and/or scenarios requiring application of knowledge. You need to answer five of the seven. Each response should not exceed three double spaced typewritten pages and should not be less than one page. You are free to use your text and any articles that may be of help to you. You are not to consult with other classmates or educators in the field.

PERFORMANCE ASSESSMENTS

Performance	Course Outcomes	RIPTS	TESOL Standards	CEC Standards	Advanced Competencies
Listening to Families	Objectives 1, 2, 5, 6, 7, 8, 10, 11, 12	7 Collaboration	TESOL 2.a.1; 2.a.3; 2.b.1; 2.b.2 ;5.b.1 ;5.b.2; 5.b.3)	CEC: Collaboration, Professional and Ethical Practice	DIVERSITY: Systems View of Human Development; Family Centeredness & Engagement
Summary and oral presentation	8.10,11,12	8- Communication 1- General Knowledge	<i>1.b; 2.a. & 3.</i>	CEC #1: Foundations	KNOWLEDGE: Domain Specific Knowledge PRACTICE: Technology
Cultural/linguistic/socio-economic family biography	Objectives 4, 6, 9	4--Diversity 10 Reflection	TESOL 2.a.1)	CEC: Collaboration	KNOWLEDGE: Contextual Perspective
Case Study Exam	Objectives 3,5,6,10,11, 1	7- Collaboration	TESOL 2.A.1; 2.A.3; 5.B.1; 2.B.2; 2.B.3)	CEC: Collaboration	KNOWLEDGE: Contextual Perspective KNOWLEDGE: Domain-Specific Knowledge

COURSE GRADING:

A student must exceed the standard for each of the five assignments as determined by the professor's evaluation in order to earn an **A**. A rubric is used to evaluate each assignment. A student needs to have only one assignment that meets the standard and all the remaining assignments need to exceed the standard in order to earn an **A-**. A student who has three of the five assignments exceeding the standard and two meeting the standard earns a **B+**. Two assignments exceeding the standard and three meeting the standard earns the student a **B**. One assignment that exceeds the standard and four that meet the standard is a **B-**. If all five assignments meet the standard the student's grade is **C+**. Class participation is treated as an assignment and will be evaluated using a rubric. Any assignment that does not meet the standard needs to be done again and resubmitted for a grade.

References:

- Allison, Dorothy. (1993). *Bastards out of Carolina*. New York: Dutton.
- Bebbett, Christine. (2003). *Comprehensive Multicultural Education Theory and Practice*. (5th edition) Boston, MA: Pearson Education Inc.
- Berry, Judy O. and Hardman, Michael L. (1998). *Lifespan Perspectives on the Family and Disability*. Boston: Allyn and Bacon.
- Bromwich, Rose. (1997) *Working with Families and their Infants at Risk: A Perspective After 20 Years of Experience*. Austin, Texas: pro.ed.
- Fishbaugh, M. (1997). *Models of Collaboration*. Needham Heights: MA: Allyn and Bacon.
- Gestwicki, C. (1996). *Home, school and community relations: A guide to working with parents*. (3rd edition) Albany, New York: Delmar Publishers.
- Gonzalez-Mena, Janet (1997) *Multicultural issues in childcare*, 2nd edition, Mt. View, CA: Mayfield Publishing.
- Kingston, M.H. (1977). *The Woman Warrior*. NY: Alfred A. Knopf.
- Kotlowitz, A. (1991). *There are no children here*. New York: Doubleday.
- Rosemary-McKibbin, Celeste. (2002). *Multicultural Students with Special Language Needs: Practical Strategies and Assessment and Intervention*. (2nd editions) Oceanside, California: Academic Communication Associates, Inc.
- Santiago, E. (1993). *When I Was Puerto Rican*. New York: Vintage Books.
- Tovray, S. & Wilson-Portuondo, Maria (1995) *Helping Your Special Needs Child*. Rocklin. CA: Prima Publishing.

Key Internet Sites:

- National Parent Network on Disabilities <http://www.npnd.org>
- Parents helping Parents <http://www.phf.com>
- Council for Exceptional Children <http://www.cec.sped.org>
ERIC Clearinghouse on Disabilities and <http://www.cec.sped.org/ericec.htm>
- Gifted Children
National Health Information Center <http://www.nhic-nt.health.org>
National Info Center. For Children & <http://www.nichcy.org>
Youth w/Disabilities

Special Education 534: Autobiography Rubric
(TESOL 2.a.1.; 2.a.3; 2.b.1; 2.b.3; 5.b.1; 5.b.2; 5.b.3)

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family characteristics 	<p>Demonstrates some understanding and reflection and addresses adequately the family characteristics and their effects on self.</p> <p align="center">1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family characteristics have influenced self.</p> <p align="center">3 4</p>	<p>Family characteristics section is very comprehensive and reflective and clearly demonstrates how it connects and impacts self.</p> <p align="center">5</p>
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family interactions 	<p>Demonstrates some understanding and reflection and addresses adequately family interactions and their effects on self.</p> <p align="center">1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family interactions have influenced self.</p> <p align="center">3 4</p>	<p>Family interactions section is very comprehensive and reflective and clearly demonstrates how it connects and impacts the development of self.</p> <p align="center">5</p>
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family life cycles 	<p>Demonstrates some understanding and reflection and addresses adequately</p>	<p>Demonstrates a comprehensive and reflective description showing how</p>	<p>Family life cycle section is very</p>

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
.	<p>family life cycle and its effect on self.</p> <p>1 2</p>	<p>family life cycle has influenced the development of self.</p> <p>3 4</p>	<p>comprehensive and reflective and clearly demonstrates how it connects and impacts the family system and specifically, the development of self.</p> <p>5</p>
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family functions 	<p>Demonstrates some understanding and reflection and addresses adequately family functions and their effects on oneself.</p> <p>1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family functions have influenced oneself.</p> <p>3 4</p>	<p>Family functions section is very comprehensive and reflective and clearly demonstrates how it connects and impacts oneself.,</p> <p>5</p>

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
Presents a comprehensive and reflective description of family's strengths, preferences and needs. ■ Shows how strengths, preferences and needs of the family have influenced self,	Demonstrates some understanding and reflection and addresses adequately family strengths, preferences, and needs and their effect on oneself. 1 2	Demonstrates a comprehensive and reflective description showing how family strengths, needs, and preferences and their influence on oneself. 3 4	Family strengths, needs, and preferences section is very comprehensive and reflective and clearly demonstrates how it connects and impacts the family system and specifically, oneself. 5
Autobiography is well organized and clearly written.	Autobiography shows some organization and clarity. 1 2	Autobiography is well organized and clear. 3 4	Autobiography is very well organized and is very clearly written. 5
Autobiography is professionally written. Grammar and mechanics are representative of graduate work.	Autobiography has some mechanical and grammatical errors. 1 2	Autobiography has one or two grammatical and/or mechanical errors. 3 4	Autobiography is very well written. There are no grammatical and/or mechanical errors. 5

_____ / 35

Grade: _____ / 100

Name _____

Evaluation of Family Interview Project			
<input type="checkbox"/> Approaches Standard	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Exceeds Standard	

____ Initial Submission	____ Re-Submission
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Patricia Medeiros Landurand, Ed. D.

Special Education 534: Family Interview Rubric
(TESOL 2.a.1.; 2.a.3; 2.b.1; 2.b.3; 5.b.1; 5.b.2; 5.b.3)

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family characteristics ▪ Selects relevant questions ▪ Asks questions in a sensitive manner ▪ Interprets questions without bias 	<p>Demonstrates some understanding and reflection and addresses adequately the family characteristics and their effects on the family system.</p> <p align="center">1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family characteristics have influenced the family system.</p> <p align="center">3 4</p>	<p>Family characteristics section is very comprehensive and reflective and clearly demonstrates how it connects and impacts to the family system and specifically, the child with disabilities.</p> <p align="center">5</p>
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family interactions ▪ Selects relevant questions ▪ Asks questions in a sensitive manner ▪ Interprets questions without bias 	<p>Demonstrates some understanding and reflection and addresses adequately family interactions and their effects on the family system.</p> <p align="center">1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family interactions have influenced the family system.</p> <p align="center">3 4</p>	<p>Family interactions section is very comprehensive and reflective and clearly demonstrates how it connects and impacts the family system and specifically, the child with disabilities.</p> <p align="center">5</p>
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family life cycles ▪ Selects relevant questions ▪ Asks questions in a sensitive manner ▪ Interprets question without bias. 	<p>Demonstrates some understanding and reflection and addresses adequately family life cycle and its effect on the family system.</p> <p align="center">1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family life cycle has influenced the family system.</p> <p align="center">3 4</p>	<p>Family life cycle section is very comprehensive and reflective and clearly demonstrates how it connects and impacts the family system and specifically, the child with disabilities.</p> <p align="center">5</p>
<ul style="list-style-type: none"> ▪ Demonstrates a comprehensive and reflective description of family functions ▪ Selects relevant questions ▪ Asks questions in a sensitive manner ▪ Interprets questions without bias 	<p>Demonstrates some understanding and reflection and addresses adequately family functions and their effects on the family system.</p> <p align="center">1 2</p>	<p>Demonstrates a comprehensive and reflective description showing how family functions have influenced the family system.</p> <p align="center">3 4</p>	<p>Family functions section is very comprehensive and reflective and clearly demonstrates how it connects and impacts the family system and specifically, the child with disabilities.</p> <p align="center">5</p>

Areas of Analysis	Approaches Standard	Meets Standard	Exceeds Standard
<ul style="list-style-type: none"> ▪ Presents a comprehensive and reflective description of family's strengths, preferences and needs. ▪ Selects relevant questions ▪ Asks questions in a sensitive manner ▪ Interprets questions without bias. ▪ Shows how strengths, preferences and needs of the family influence family life 	Demonstrates some understanding and reflection and addresses adequately family strengths, preferences, and needs and their effect on the family system. 1 2	Demonstrates a comprehensive and reflective description showing how family strengths, needs, and preferences have influenced the family system. 3 4	Family strengths, needs, and preferences section is very comprehensive and reflective and clearly demonstrates how it connects and impacts the family system and specifically, the child with disabilities. 5
<ul style="list-style-type: none"> ▪ Develops a comprehensive and reflective proposal for supporting the family ▪ Selects relevant findings ▪ Demonstrates sensitivity in the proposal ▪ Demonstrates practicality in the proposal 	Demonstrates some understanding in the proposal for supporting the family. Adequately selects findings, and show some sensitivity and practicality in the proposed plan. 1 2	Demonstrates a comprehensive and reflective description in the proposal for supporting the family. Selects findings, and shows sensitivity and practicality in the proposed plan. 3 4	Demonstrates a very comprehensive and reflective description in the proposal for supporting the family. Selects findings, and shows sensitivity and practicality in the proposed plan. 5
Family interview is well organized and clearly written.	Family interview shows some organization and clarity. 1 2	Family interview is well organized and clear. 3 4	Family interview is very well organized and is very clearly written. 5
The report is professionally written. Grammar and mechanics are representative of graduate work.	The paper has some mechanical and grammatical errors. 1 2	The paper has one or two grammatical and/or mechanical errors. 3 4	The paper is very well written. There are no grammatical and/or mechanical errors. 5

Name _____

_____ / 40

Grade: _____ / 100

Evaluation of Family Interview Project		
<input type="checkbox"/> Approaches Standard	<input type="checkbox"/> Meets Standard	<input type="checkbox"/> Exceeds Standard
_____ Initial Submission	_____ Re-Submission	