

**WAYNE STATE  
UNIVERSITY**  
COLLEGE OF EDUCATION

**DIVISION:** TEACHER EDUCATION  
**PROGRAM AREA:** EARLY CHILDHOOD EDUCATION  
**COURSE #:** SED 6040 (23861)  
**COURSE TITLE:** INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION  
**SECTION #:** 001  
**CREDIT:** 3 CREDIT HOURS  
**TERM/YEAR:** WINTER 2017  
**LOCATION:** ONLINE CLASS  
**INSTRUCTOR:** MARK J. LARSON, PH.D.  
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**I. COURSE DESCRIPTION**

History, philosophy, legislation, and "best practice" of early intervention and educational programs for young children, birth to eight years old, who have developmental delays or disabilities.

**II. COURSE OUTCOMES**

Course readings, activities, and assignments are designed to meet the following outcome objectives aligned with (a) the Standards for the Preparation of Teachers of Early Childhood General and Special Education (ZS; Michigan State Board of Education, September 9, 2008); (b) InTASC Core Teaching Standards; and (c) Michigan Administrative Rules for Special Education (MARSE) regarding the preparation of teachers of young children with disabilities.

InTASC Standards aligned with Course Outcomes	Assignments	Select, Michigan Department of Education (MDE) Early Childhood ZS Standards
<p>InTASC STANDARD #1: LEARNER DEVELOPMENT. <i>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p> <p>1. Students will examine, compare, and describe multiple sources of formative, assessment-intervention results across developmental domains including fine and gross motor, self-care and adaptive skills, cognitive, language and communication, and social/play/emotional to make strength-based, regarding the design and implementation of IFSP/IEP and EI and ECSE services for young children.</p>	<p>Child-Focused Intervention Vignettes</p> <p>Analysis Essay on Blackboard website</p> <p>Preschool Inclusion Observation Report</p>	<p>3.1 Knowledge and use of assessment including an understanding of the goals, benefits, and uses a systematic approach for connecting assessment to planning, implementing, and evaluating effective curriculum.</p> <p>3.2 Knowledge about and use of ongoing systematic observation, documentation, screening tools and play based assessment, and other appropriate formative and summative assessment tools, and approaches embedded in assessment related activities in curriculum and daily routines.</p> <p>3.3 Use of skills in conducting systematic observations, interpreting those observations, and reflecting on their significance in combination with other data for instructional decision-making.</p> <p>3.4 Knowledge about and use of responsible assessment practices including administering assessment tools, adapting assessment tools for specific disabilities and needs (i.e. sensory motor disabilities, generation of reports, communication of results, and data driven decision making for alignment and adjustment of instruction and curriculum).</p> <p>3.6 Knowledge and skills for integrating technology, inclusive of adaptive and assistive devices for children with disabilities, into assessment and instructional practices.</p>
<p>InTASC STANDARD #2: LEARNING DIFFERENCES. <i>The teacher uses understanding of individual differences and diverse cultures and communities to insure inclusive learning environments that enable each learner to meet high standards.</i></p> <p>2. Students will examine, compare, and describe different theories of child development and apply, behavioral-developmental principles that promote child development and learning to include: (a) identification and assessment of</p>	<p>Analysis Essay on Blackboard website</p> <p>Blackboard Activation</p>	<p>1.1 Knowledge and understanding of young children's characteristics and needs, including multiple interrelated areas of child development and learning (including physical, cognitive, social, emotional, language, aesthetic domains, play), learning processes, and motivation to learn.</p> <p>1.2 Knowledge and understanding of the multiple influences on development and learning, (i.e., cultural and linguistic context, economic conditions of families, health status and disabilities, learning styles, peer and adult relationships; children's individual developmental and gender variations, and learning styles, opportunities to play and learn; family and community characteristics; the influence and impact of technology and the</p>

<p>developmental delays and disabilities; (b) implications for typical and atypical development to design IEP/IFSP goals/objectives; and, (c) development of intervention programs embedded within age-appropriate, natural environments and inclusive settings.</p>	<p>Questions Probe Quizzes</p>	<p>media). 1.3 Use of developmental knowledge to create healthy, respectful, supportive, and challenging learning environments through such areas as curriculum, interactions, teaching practices, technology, and learning materials.</p>
<p><b>InTASC Standards aligned with Course Outcomes</b></p>	<p><b>Assignments</b></p>	<p><b>Select, Michigan Department of Education (MDE) Early Childhood ZS Standards</b></p>
<p>InTASC STANDARD #5: APPLICATION OF CONTENT. <i>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues.</i></p> <p>3. Students will examine and apply recommended practices in the design and adaptation of indoor and outdoor environments in order to promote learning and development across curriculum content-areas for all children including the use of adaptive and assistive devices.</p> <p>4. Students will examine, compare, and describe the advantages of various teaming models and the teacher’s role ensuring family-centered services and cultural-competence in the design, implementation, and evaluation of EI and ECSE services.</p>	<p>Reflective Journal Entries  Child-Focused Intervention Vignettes  Preschool Inclusion Observation Report  Probe Quizzes</p>	<p>1.6 Knowledge and skills to create a learning environment that supports young children’s ability to learn and to make meaning from his/her experiences through play, spontaneous activity, and guided investigations. 1.5 Knowledge and skills to promote learning environments that demonstrate respect for each child as a feeling, thinking, self-regulating individual and also affirm each child’s culture, home language, individual abilities or disabilities, family context, and community. 4.4 Essential dispositions and skills to develop positive, respectful relationships with children whose cultures and languages may differ from their own, as well as with children who may have developmental delays, disabilities, or other learning challenges. 4.5 Use of developmentally effective approaches which foster language and communication development embedded in every aspect of the learning environment and curriculum, thereby promoting appropriate literacy and cognitive development as foundations for continued educational success. 4.8 Ability to formulate and use action plans based on IFSP and IEP. 4.9 Understanding and skill in setting up and adapting all aspects of the indoor and outdoor environment to promote learning and development across all content-areas for all children. Understanding and skills must include adaptive and assistive devices for children with disabilities. 5.9 Knowledge and skills to participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution. 5.10 Understanding and the application of various models of consultation in diverse settings.</p>
<p>InTASC STANDARD #4: CONTENT KNOWLEDGE. <i>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</i></p> <p>5. Students will examine, compare, and describe the historical and legal aspects of early intervention (EI) and early childhood special education (ECSE) programs and current recommended practices (DEC) for developing the Individual Family Service Plan (IFSP), Individual Education Program (IEP) with transition services (IDEiA, 2004) for young children who have developmental delays or disabilities and their families.</p>	<p>Blackboard Activation Questions  Probe Quizzes  ECSE Practices Annotated Bibliography Paper</p>	<p>2.4 An understanding of the processes in initiating and developing an Individualized Family Services Plan (IFSP). 2.5 An understanding of the processes in initiating and developing an Individualized Education Program (IEP), state and federal policy, procedures, and laws. 2.9 Knowledge of the teacher’s role in transitioning, including the creation of a required transition plan for children with disabilities. 3.5 Knowledge about positive assessment partnerships with families and other professionals. Candidates articulate the value, appropriate use, and potential misuse of screening and referral practices. They are able to demonstrate appropriate use of assessment and other supporting documentation for student instruction. 3.7 Knowledge of the teacher’s role as a participant and an advocate during the development and use of an IFSP and IEP. 5.2 Knowledge and application of legal and ethical guidelines and professional standards related to children and families. 5.6 Knowledge of public policy issues, processes, and impact on the education of young children.</p>

**III. REQUIRED READINGS**

We will use two texts for this class: (a) *The Exceptional Child: Inclusion in Early Childhood Education* (8th Ed.) by K.E. Allen, and G.E. Cowdery, (2015, CENGAGE Learning; Stamford, CT 06902; ISBN-13: 978-1-285-43237-3); and *DEC Recommended Practices: Enhancing Services for Young Children With Disabilities and Their Families* (2015; Division for Early Childhood of the Council for Exceptional Children; ISBN: 978-0-9819327-9-8; <http://www.dec-sped.org>). The instructor will provide additional readings on the course Blackboard (Bb) website.

**IV. COURSE REQUIREMENTS AND ASSIGNMENTS**

The course content is covered through the Blackboard (Bb) website (<http://blackboard.wayne.edu>) lectures, assignment activities, and through readings and assignments outside of the Bb website. Students need to complete the readings each week in order to participate in the course activities and complete the assignments. The course has six (6) assignments.

1. **Reflective Journal Entries on Weekly Discussion Board Forums (140-points, undergraduate students only).** Each student is to write **at least 28 (28 x 5 = 140) Reflective Journal entries over 10-weeks** on our Blackboard (Bb) website *Seminars 1-8 Discussion Board Forums*. If you are new to email and computing on the internet and need help getting started, contact the Computing and Information Technology (C & IT) **HELP DESK** at (313) 577-4778 or [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu) **The**

**Reflective Journal Entries** are thoughtful, reflective comments or responses written as **Bb REPLYS** to other class members' entries or as **Create Thread** entries of at least **3-5 sentences**. Personal, confidential, or identifying information about others outside of class must be omitted from entries to protect the privacy rights of individuals and agencies. Reflective journal entries will be graded pass/fail and evaluated on the extent that course content is integrated (3-points) with professional reflections (2-points). All entries are to be written in complete sentences and paragraphs with correct spelling. **The instructor will monitor entries.**

**2. Early Childhood Special Education (ECSE) Practices – Annotated Bibliography Paper (140-points, graduate students only).** Individual students choose an article and develop a research question/topic on ECSE Educational Practices from the following journals: *TEACHING Exceptional Children* and *Young Exceptional Children* (see syllabus reference list, pp. 5-7). Then from the research question/topic, research the question and then answering the question with annotations from 5 additional, research articles from the journals above. The paper structure and format is to follow guidelines from the *Publication Manual of the American Psychological Association (APA)*, 6th Edition (2010) and include the following sub-heading sections: (a) an **Introduction** of the research question/topic, its significance and importance in ECSE, and a description of current knowledge and practices in this area from our course texts and readings; (b) an **Annotated Bibliography** listing of at least 6 professional journal articles from *TEACHING Exceptional Children* and/or *Young Exceptional Children*; and, end with (c) **Summary Recommendations** that provide an overview of the annotations that answer the research question with recommendations to support ECSE educational practice next steps in this area. Each annotation is 250-300 word paragraph that provides a summary of each article and an answer to the research question. See assignment Evaluation/Rubric on **Bb ASSIGNMENTS** page for specific details and format. **Annotated Bibliography Papers for graduate students are due Seminar 7 (3/31/17), emailed to the instructor at [markjlarson@wayne.edu](mailto:markjlarson@wayne.edu)**

**3. DEC Recommended Practices – Assessment and Instruction Vignettes: (120-points).** Each student is to write **two (2) Assessment** and **two (2) Instructional** scenarios or vignettes (30-points each). A vignette is a **500-word**, (a) descriptive definition of one of the **Assessment and Instruction DEC Recommended Practices** (see DEC website, <http://www.dec-sped.org/#!dec-recommended-practices/t8p3w>); and then, (b) a descriptive narrative that illustrates how that “*DEC Recommended Practice*” is used in early childhood education. Personal, confidential, or identifying information about others must be omitted from entries to protect the privacy rights of individuals and agencies. Each scenario is worth **10-points for the definition and 15-points for the narrative sketch** on how to apply the practice. All entries need to be written in complete sentences and paragraphs with correct *spelling in narrative format*. **Vignettes 1 and 2 are due on Bb by Week 5 - 2/15/17; Vignettes 3 and 4 are due on Bb by Week 8 - 3/8/17.** The instructor will monitor entries.

**4. Analysis Essay on Seminar Readings (130-points).** All students individually write a 1500-word essay analyzing a week's readings for one SEMINAR and post the essay on the appropriate **Bb** website seminar *Discussion Board Forum*. Students sign-up for one class session and write an essay to (a) compare and contrast individually selected content across ALL OF the READINGS and (b) evaluate selected material across readings in terms of practical applications. The essay needs to be posted by the first Monday of each Seminar. **THREE** students are the maximum to sign-up for a class session. Essays need to be written in complete sentences and paragraphs with correct spelling in narrative format. The quality of the writing across content sections (100-points) and the student's participation in the **Bb THREADED DISCUSSION** with at least 3 class member's entries posted on their essay (30-points) will earn full points (130-points). **A sign-up Thread for weekly readings will be available in the TownCenter Discussion Board forum on Bb.**

**5. Preschool Inclusion Observation Report (150-points).** The assignment is an individual activity to evaluate a center-based, community preschool program. The purpose is to evaluate the program's readiness for including children with developmental disabilities. First, read the article, “*Including Children With Special Needs: Are You and Your Early Childhood Program Ready?*” by Amy Watson and Rebecca McCathren (see **Bb COURSE DOCUMENTS** page). Then, use the “*Preschool and Kindergarten Inclusion Readiness Checklist*” in the article to complete (a) at least a 1-hour observations of the preschool program and (b) from the observation answer the questions on THE CHECKLIST with evidence or examples for each question summarized and written into the Observation Report. See assignment Evaluation/Rubric on **Bb COURSE DOCUMENTS** page. **The report is due Week 11 (4/3/17).**

**6. Seminar Activation Questions (AQs) (200-points).** There are 8 Activation Questions (AQs), one posted for each seminar on the **Bb Discussion Board Forums**. Each student is to respond to the questions over the semester. Each question is worth 25-points. The answers to AQs are to be posted on the Discussion Board Forum for the week as a **REPLY** to the instructor's AQ entry. The criteria for awarding points are 10 points for integration of material from the Seminar readings in the AQ answer; 5 points for the answer posted on **Bb** within 5-days of AQ entry, and 10 points if the answer posted is clearly written with correct grammar and spelling and references material in the readings.

7. **Probe Quizzes (180-points).** There will be three (3) Probe Quizzes, each worth 60-points, scheduled over the semester. The probes will cover material from Seminar written lectures, course activities, and readings. The purpose is to assess your knowledge of terminology, concepts, and the application of course material. The Probe Quizzes are completed on **Bb** during a 7-day period. Probe Quizzes completed after the 7-day period will earn a maximum of 86% of the points. Students must complete their own work.

## **V. CLASS POLICY, EVALUATION AND GRADING**

Students need to complete the reading assignments each week in order to participate in discussions and activities on our **Bb** course website. **Assignments must be turned in by due dates**; 86% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than posted online as course **Bb** entries earn a maximum of 86% of the points.

- **Hard Copy Assignments** must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the *Publication Manual of the American Psychological Association (APA)*, 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling.
- **Attention Students with Disabilities.** If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-202-4216 (video phone). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services' mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.
- **Academic Dishonesty/Plagiarism.** The College of Education has a "zero tolerance" approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct <http://dosowayne.edu/assets/student-code-of-conduct-brochure.pdf>). Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University's Undergraduate Bulletin (<http://bulletins.wayne.edu/ubk-output/index.html>) and Graduate Catalog (<http://www.bulletins.wayne.edu/gbk-output/index.html>) under the heading "Student Ethics." These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student's responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
- **Religious Observance Policy.** Because of the extraordinary variety of religious affiliations represented in the University student body and staff, The Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.
- **Wayne State University Writing Center.** The Writing Center provides individual tutoring consultations free of charge for students at Wayne State University. While the Center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The Center is located on the second floor of the Undergraduate Library or visit online at <http://clasweb.clas.wayne.edu/writing>
- **Enrollment/Withdrawal Policies.** Students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term. Students who withdraw from a course after the end of the 5th week of class will receive a grade of WP, WF, or WN.
  - WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  - WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  - WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request online through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning the fifth week of class students are no longer allowed to drop but must **withdraw** from classes. The last day to withdraw will be at the end of the 10<sup>th</sup> full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.



See the university webpage for full details: <http://reg.wayne.edu/students/information.php>

- **Grading is based on absolute, rather than comparative criteria.** The final grading scales follow: Undergraduate Grades - 930-1000 = A, 900-929 = A-, 870-899 = B+, 830-869 = B, 800-829 = B-, 770-799 = C+, 730-769 = C, 700-729 = C-, 670-699 = D+, 630-669 = D, 600-629 = D-, <600 = F; Graduate Grades - 930-1000 = A, 900-929 = A-, 870-899 = B+, 830-869 = B, 800-829 = B-, 770-799 = C+, 730-769 = C, < 730 = F.

The 1000-points available are divided across assignments as follows:

- **Reflective Journal Entries (140-points, undergraduate students only)**
- **ECSE Practices Annotated Bibliography Paper (140-points, graduate students only)**
- **DEC Recommended Practices – Assessment and Instruction Vignettes (120-points)**
- **Analysis Essay on Seminar Readings (130-points)**
- **Preschool Inclusion Observation Report (150-points)**
- **Seminar Activation Questions (AQs) (200-points)**
- **Probe Quizzes (180-points)**
- **Professional Participation and Reflection Across Bb Seminars 1-8 over 10-weeks (8 x 10 = 80-points).**

## **VI. SCHEDULE OF READINGS, TOPICS, AND ASSIGNMENTS**

<b>DATE</b>	<b>SEMINAR TOPIC</b>	<b>READINGS AND ASSIGNMENTS DUE</b>
<b>Week 1</b> <b>SEMINAR 1</b> 1/11/17 - 1/23/17 12-days	Early Intervention (EI) and Early Childhood Special Education (ECSE): Public Policies, Legal Requirements, & Recommended Practices	Allen & Cowdery (2012) Chapters 1 & 2 DEC Recommended Practices Chapter 1 Early Childhood Inclusion Position Statement (NAEYC/DEC, 2009) * see <b>Bb</b> Course Documents <b>ACTIVATION QUESTION (AQ) 1a &amp; 1b</b> <b>Student Profile &amp; Digital Photo by 1/31/17 (15-points)</b>
<b>SEMINAR 2</b> 1/24/17 - 2/6/17 13-days	Child Development, Developmental Delay or Disability & Exceptional Children – Part 1	Allen & Cowdery (2012) Chapters 3, 4, & 5 DEC Recommended Practices Chapter 2 DAP Position Statement (NAEYC, 2009) * see <b>Bb</b> Course Documents <b>AQ 2a &amp; 2b</b> <b>PROBE QUIZ 1</b>
<b>SEMINAR 3</b> 2/7/17 - 2/14/17 7-days	Child Development, Developmental Delay, & Exceptional Children – Part 2	Allen & Cowdery (2012) Chapters 6, 7, & 8 DEC Recommended Practices Chapter 3 <b>AQ 3</b> <b>VIGNETTES 1 and 2 Due on Bb</b>
<b>SEMINAR 4</b> 2/15/17 - 2/24/17 9-days	EI and ECSE Interventions: Systematic Instruction, Natural Environments, Inclusive Settings, & Quality of Life	Allen & Cowdery (2012) Chapters 9, 10, & 11 DEC Recommended Practices Chapter 4 <b>AQ 4a &amp; 4b</b> <b>PROBE QUIZ 2</b>
<b>SEMINAR 5</b> 2/25/17 - 3/7/17 10-days	EI and ECSE Interventions: Theory to Practice, Systematic Instruction, & Learning Environments	Allen & Cowdery (2012) Chapters 12 & 13 DEC Recommended Practices Chapters 5 & 6 <b>AQ 5</b> <b>VIGNETTES 3 and 4 Due on Bb</b>
<b>SEMINAR 6</b> 3/8/17 - 3/30/17 16-days	EI and ECSE Interventions: Systematic Instruction to Promote Development & Learning – Part 1	Allen & Cowdery (2012) Chapters 14 & 15 DEC Recommended Practices Chapters 7 & 8 We Can All Participate! Adapting Circle Time for Children With Autism (Barton, Reichow, Wolery, & Chen, 2011) * see <b>Bb</b> Course Documents Improving the Outcomes With Data-Based Decision-Making: Collecting Data (Hojnoski, Gischlar, & Missal, 2009) * see <b>Bb</b> Course Documents <b>AQ 6</b> <b>Preschool Inclusion Observation Report DUE</b>
<b>Spring Break</b> 3/13/17 – 3/19/17		

<p><b>SEMINAR 7</b> 3/31/17 - 4/13/17 13-days</p>	<p>EI and ECSE Interventions: Systematic Instruction to Promote Development &amp; Learning – Part 2</p>	<p>Allen &amp; Cowdery (2012) Chapters 16 &amp; 17 DEC Recommended Practices Chapters 9 &amp; 10 Strategies for Supporting Early Literacy Development (Dennis &amp; Horn, 2011) * see Bb Course Documents Improving the Outcomes With Data-Based Decision-Making: Interpreting and Using Data (Gischlar, Hojnoski, &amp; Missal, 2009) * see Bb Course Documents</p> <p><b>AQ 7</b> <b>ECSE Practices Annotated Bibliography DUE</b></p>
<p><b>SEMINAR 8</b> 4/14/17 - 4/24/17 10-days</p>	<p>EI and ECSE Interventions: Positive Behavior Supports, Transition Planning, &amp; Quality of Life Outcomes</p>	<p>Allen &amp; Cowdery (2012) Chapters 18 &amp; 19 Teaching Young Children Interpersonal Problem-Solving Skills (Joseph &amp; Strain, 2010) * see Bb Course Documents Improving the Outcomes With Data-Based Decision-Making: Graphing Data (Hojnoski, Gischlar, &amp; Missal, 2009) * see Bb Course Documents PBS for Young Children (Mueller &amp; Larson, 2001) * see Bb Course Documents</p> <p><b>AQ 8</b> <b>PROBE QUIZ 3</b></p>
<p>Week 15 4/26/17</p>	<p>FINAL EXAMINATION</p>	

**VII. REFERENCES**

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