

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA CoEHHS CSM
 Desired Term and Year of Implementation (e.g., Fall 2008):
 Fall 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number: * EDUC 381

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Differences, Not Disabilities: Educating All Students in Inclusive Classrooms

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Educating All Students

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)

 Introduction to the history of issues regarding and best practices in the education of children and youth with disabilities and other diverse academic, social/emotional, language, and communication learning needs. Focuses upon the legal, philosophical, and ethical underpinnings and contemporary practices for creating inclusive learning experiences and environments for all learners.

9. Why is this course being proposed?

 This course will be an upper division elective in the Education Minor.

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricular/DOCUMENTS/Curricular_Forms_Table/Instructional%20Mode%20Conventions.pdf

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture	3	C2
Activity		
Lab		

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

 Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
 If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No

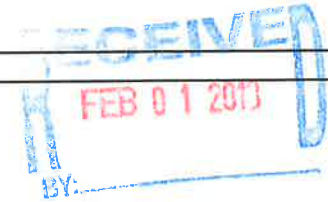
 If yes, indicate which course _____ and check "yes" in item #22 below.

16. Prerequisite(s): Yes No

17. Corequisite(s): Yes No

18. Documentation attached:

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.



Course Number	EDUC 381 (3 units)
Title	Differences, Not Disabilities: Educating All Students in Inclusive Classrooms
CRN Number	
Days	
Time	
Course Location	
Semester / Year	
Professor	
Phone	
E-Mail	
Office	
Hours	

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Introduction to the history of issues regarding and best practices in the education of children and youth with disabilities and other diverse academic, social/emotional, language, and communication learning needs. Focuses upon the legal, philosophical, and ethical underpinnings and contemporary practices for creating inclusive learning experiences and environments for all learners.

Course Objectives and Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. describe the history of the construct of disability
2. describe varying historical and cultural views and treatments of individuals with disabilities and other diverse academic, social/emotional, language, and communication learning differences
3. articulate ways in which disability and learning differences are a natural part of human diversity
4. describe and analyze past and current laws and policies regarding the education of children and youth with disabilities and other diverse academic, social/emotional, language, and communication learning needs and differences
5. describe and analyze current issues in the education of children and youth with disabilities
6. describe and analyze the legal, philosophical, and ethical underpinnings and contemporary practices for creating inclusive learning experiences and environments for all learners
7. identify and describe culturally proficient, contemporary best practices and innovative strategies for creating inclusive learning experiences and environments that accommodate and support the diverse academic, social/emotional, language, and communication learning needs of all students
8. identify and evaluate careers that support the learning and well being of children and adults with disabilities
9. craft a plan of action for promoting inclusive community and schooling for students with disabilities and other diverse academic, social/emotional, language, and communication learning needs

Credit Hour Policy Statement

Per the University Credit Hour Policy: Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. For this course with three weekly hours of instruction, you should plan on spending an additional six hours engaged in study, review, and planning.

REQUIRED TEXTS AND WEBSITES

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington, DC: American Psychological Association. Summarized FREE in course Cougar Courses site

Conversations That Matter video website: <http://conversationthatmatter.org/user> (\$20 annual fee) [CTM]

CalSTAT. (2016-17, Autumn/Winter). *The Special EDge: Creating Positive School Climate and Culture*, 30(1), 1 – 20. Accessible FREE at www.calstat.org/publications

Disability Rights of California (2011, September). *Special Education Rights and Responsibilities*. Sacramento: Author. Accessible FREE at www.disabilityrightsca.org [SERR]

U.S. Department of Education *Individuals with Disabilities Education Act* website: Accessible FREE at <https://sites.ed.gov/idea>

Villa, R. A., & Thousand, J. S. (2017). *Leading an inclusive school: Access and success for all*. Alexandria, VA: Association for Supervision and Curriculum Development. [V&T2017]

Wrights Law website: Accessible FREE at www.wrightslaw.com

Selected chapters, articles, and websites posted on Cougar Courses from:

Cosier, M., & Ashby, C. (2016). *Enacting change from within: Disability studies meets teaching and teacher education*. New York: Peter Lang Publishing, Inc. [C&A]

Feiler, B. (March 15, 2013). The Stories That Bind Us. *New York Times*.

Kluth, P., & Danaher, S. (2010). *Tutor scripts to talking sticks: 100 ways to differentiate instruction in K-12 inclusive classrooms*. Baltimore, MD: Paul H. Brookes Publishing Co. [K&D]

Lindsey, D. B., Thousand, J. S., Jew, C. L., & Piowlsky, L. R. (2018). *Culturally proficient inclusive schools: All Means ALL!* Thousand Oaks, CA: Corwin Press. [CPIS]

National Council on Independent Living. (n.d). *Disability pride toolkit and resource guide*. Retrieved from <https://www.ncil.org/>

O'Brien, J., & O'Brien, C. (1996) *Members of Each Other: Building community in company with people with developmental disabilities*. Toronto: Inclusion Press.

Solomon, A. (2012). *Far from the tree: Parents, children, and the search for identity*. New York: Scribner. <http://www.farfromthetree.com/>

Thousand, J. S., Villa, R. A., & Nevin, A. I. (2010). *Collaborating with students in instruction and decision making: The Untapped Resource*. Thousand Oaks, CA: Corwin Press. [TVN2010]

Villa, R. A., & Thousand, J. S. (2005). *Creating an inclusive school* (2nd ed.) Alexandria, VA: Association for Supervision and Curriculum Development. [V&T2005]

Articles by academic researchers and field practitioners posted in the course Cougar Courses container

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

For this course, students missing three class sessions will see their grades reduced by at least one full grade. Students missing four or more class will not receive a passing grade. Leaving early or arriving late by more than 15 minutes will result in a loss of Attendance and Participation points and will be considered a partial absence. Illness and emergencies are considered on a case-by-case basis. However, notification of an absence does not constitute an excuse.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may

include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Candidates with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is located in Craven Hall 4200, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. The requirement is met in this class through the assignments described below.

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Course Format

Per the CSUSM Online Instruction Policy, EDUC 381 is considered primarily as traditional (FT) instruction.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

Career Fair of Professions in Support of Students and Adults with Disabilities	10
Jigsaw Instruction of Best Practices in Differentiated Instruction	10
Voice of Inclusion: Everything about Bob was cool, including his cookies [V&T2017, pp. 177 - 188]	5
Credo of Support Action Plan	10
Final Exam (Online—Open book and open notes. Must be completed by the scheduled start time of Class #16)	15
Total Points	100

Class Attendance and Participation (15 classes at 2 maximum points/class = 30 points)

Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program's commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon "base team" and class norms; and e) completing and sharing weekly reflections. Participants who arrive late, depart early, engage in "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class or an assignment.

Conversations that Matter: Perspective on Disability #1 (5 points)

Book chapters, journal articles, and websites are great. Real stories are even better! In order to access the stories for this part of the reflection, complete your subscription to Conversations that Matter located at <http://conversationthatmatter.org/user>

This is your first introduction to this amazingly rich access to internationally known disability rights speakers. Once enrolled, click on the top left notebook tab labeled, PROGRAMME & PRESENTERS. Scroll down and select Catherine Frazee's, *Disability Studies Series Parts 1, 2, 3, and 4* in that order. After watching the videos, for EACH video, compose the equivalent of a 1-paged, double-spaced reflection describing the key points of the video and a major learning. (Note: The key points and major learning can be a bulleted summary or a summary written in narrative form.) Also, provide a quote from the video and why it stands out for you. Post your four 1-paged responses on Cougar Courses. Also bring your responses to class to share with classmates.

Voice of Inclusion: From my friend, Ro Vargo (5 points)

We learn from and are greatly influenced by personal stories of those in our own community. After reading Ro's voice on pages 31-42 of V&T2017, document your reactions and learnings from the voice. What from this story influenced your disposition toward or knowledge about how inclusive schooling can impact a life or how to influence a school and community to be more inclusive? What audience(s) might this Voice of Inclusion "speak to" and positively influence dispositions toward or knowledge about how inclusive schooling can impact a life or how to influence a school and community to be more inclusive? Why?

Conversations that Matter: Perspective on Disability #2 (5 points)

Please return to your subscription to *Conversations that Matter* located at <http://conversationthatmatter.org/user>

Assume that you have chosen to become a special educator working in a public school. Select and watch the first two videos, *Fostering Ability through Opportunity – Part 1 and Part 2*. After watching both videos, please answer the following questions: Based upon Norman's words and experiences, what thoughts, feelings, and/or opinions about *your* ethical role as a special educator (or provide of services in one of the other related service role about you have learned) come to mind? As you work to advocate for

educational *opportunity* for your students with IEPs, what are the top two ethical principles or standards that will guide your work? Why? Compose the equivalent of a 1 to 2-paged, double-spaced reflection. Bring your response to class to share with classmates. Please also post this response on Cougar Courses.

Career Fair of Professions in Support of Students and Adults with Disabilities (10 points)

Special educators are just one of several professionals and community support personnel who collaborate to support the education, health, and inclusion of individuals with disabilities in school and community. Read pages 58 – 62 of V&T2017. Also read Figure 1.4 of the Turnbull, Turnbull, Wehmeyer, & Shogren [TTWS] text, the CEC job profile site @ <https://www.cec.sped.org/Professional-Development/Job-Profiles-in-Special-Education>, the *Roles of Related Professionals* handout posted on Cougar Courses. Next skim Chapter 5 - Related Services of the *SERR* manual. For this assignment, you will select and research a selected special education service provider role (e.g., special educator, speech and language pathologist, occupational therapist, physical therapist, adaptive physical education teacher, assistive technology specialist, school counselor). In preparation for the in-class Career Fair, research and bring to class a written description of the job role that includes the name of the job role, the general nature of the work, potential work settings, training and education required for the job, certification and/or licensure requirements, and descriptions of the program of study from at least one college or university (e.g., CSUSM) offering credentials or certification in the job role. For the Career Fair, you will join others who have researched the same job role to compare notes and create a poster and verbal "pitch" to recruit potential students to consider and choose this career. You will then become a part of the in-class Career Fair where you will "sell" your job role to classmates and invited visitors. Please see the rubric for the assessment criteria for your research findings, poster, and presentation of your job pitch.

Conversations that Matter: Perspective on Disability #3 (5 points)

Please return to your subscription to *Conversations that Matter* located at <http://conversationthatmatter.org/user>

Assume that you are a new parent of a child with identified disabilities whose disability will impact their learning, living, and participation in community for life. With this perspective in mind, click on the top left notebook tab labeled, PROGRAMME & PRESENTERS. Scroll down, select, and watch Janice Fialka's video, *Fostering Collaborative Parent-Professional Partnerships*. Then select and watch Kim Lyster's and video, *Aging & Disability: Ensuring "A Good Life" in Later Years*. After watching the two videos, please answer the following questions: What are three things you now understand or what are you reminded of regarding being a parent, care provider, and advocate for a child with disabilities. What do the video accounts suggest about how to support children and adults with disabilities to have schooling and lives worth living. Compose the equivalent of a 1 to 2-paged, double-spaced reflection. Bring your responses to class to share with classmates. Please also this response on Cougar Courses.

Voice of Inclusion: Everything about Bob was cool, including his cookies (5 points)

Some people do not believe that students like Bob belong in their local home school or local school classrooms or experiences. After reading Bob's voice on pages 177 -188 of V&T2017, document your reactions and learnings from the voice. What from this story influenced your disposition toward or knowledge about how inclusive schooling can impact a life or how to influence a school and community to be more inclusive? What audience(s) might this Voice of Inclusion "speak to" and positively influence dispositions about including students with more pervasive support needs in general education classrooms and schools can impact a life or how to influence a school and community to be more inclusive? Why?

Jigsaw Instruction of Best Practices in Differentiating Instruction in Inclusive Classrooms (10 Points)

Differentiated instruction engages students of all abilities as active learners, decision-makers, and problem solvers--making educational experiences more meaningful for all. For this assignment, you will select among the 100 teacher-designed, kid-tested strategies for helping students who need extra support, scaffolding, reminders, organization, or enrichment in inclusive classrooms described by Paula Kluth and Sheila Danaher their 2010 *From Tutor Scripts to Talking Sticks*. Each class member will select TWO of the 100 easy adaptations from 10 key areas - (1) organization; (2) environment and sensory; (3) technology; (4) communication and participation; (5) behavior and motivation; (6) teaching and learning;

(7) literacy; (8) math; (9) study and review; and (10) assessment. Then, using the user-friendly descriptions and illustrations, each student will *create* a physical example of each of the TWO adaptation for an in-class demonstration and explanation, assuming that classmates are student users. For *each* of the two adaptation, also create a 1 to 2-paged “cheat sheet” for classmates that not only names, describes, and shows classmates how to create the adaption, but also how the adaptation supports students and any tips and essential references or websites to make the adaptation easy to access, use, or create.

Credo for Support Action Plan (10 points)

Research in human psychology that people are more likely to take action to promote change when they commit to taking action by writing it down, posting it publically, and talking it up. For this Credo for Support Action Plan assignment, first carefully read *Chapter 8: Access and Success for All: What Can One Person Do?* In V&T2017 and the *Epilogue: Beyond Benevolence to Befriending and Advocacy* from pp. 189 – 191 of VTN2010 posted on Cougar Courses. Building up ideas presented in Chapter, the Epilogue, the previous chapters you have read from V&T2017, other readings for this course, and in-class experiences and learnings, create a Credo for Support Action Plan. The action plan is to include at least a baker’s dozen (13) behaviors and/or actions you could/will take within your immediate control and with people in your immediate sphere or influence to forward views and actions toward inclusive schooling and community. Write the actions down in as much detail as you can, so you and others know what it looks and sounds like. Refer to the rubric posted on Cougar Courses when composing your response. Post it in publically in Cougar Courses. Have access to your actions for Class #15. Be prepared to share, explain, and provide rationale for your actions in Class #15.

Final Exam finished and submitted to Cougar Courses by the start of class time (15 points)

During finals week, you will take a comprehensive final exam in order to demonstrate your understanding of the major concepts, understandings, strategies, and dispositions of educating students with and without disabilities in inclusive classrooms and communities. Because research suggests that the act of digesting information on a regular basis aids in retention, there are two to three objectives and guiding questions provided at the start of each class that represent the primary objectives and student learning outcomes of the class. Selected questions are used to frame the final exam.

SCHEDULE/COURSE OUTLINE

For each class, see class topic, readings due for the class, and assignments due for that class. Abbreviations for books, readings, and websites are identified as indicated previously in the Required Text and Websites section. Topics and timelines may be adjusted based upon class needs.

Week/ Class	Topic	Readings & Assignments
Class 1	Introduction to the course and assignments The construct of disability What is culturally proficient inclusive education?	Preview of syllabus and Cougar Courses materials and rubrics
Class 2	Historical and cultural views and treatments of individuals with disabilities and other diverse academic, social/emotional, language, and communication learning differences – Ableism, Views of Diversity, Christmas in Purgatory	V&T2017 Ch. 1 – An inclusive school: Providing access and success for all V&T2005 Ch.2 – Inclusive education: Historical perspective CPIE Ch. 5, pp. 75 – 7
Class 3	Philosophical, and ethical underpinnings and theoretical and conceptual frameworks for viewing disability and learning differences are a natural part of human diversity and creating inclusive learning experiences and environments for all learners – Circle of Courage, presuming competence, criterion of least dangerous assumption, person first language and thinking, disability pride – https://www.ted.com/talks/stella_young_i_m_not_your_inspiration	V&T2017 Ch. 2 – The rationales for creating and maintaining inclusive schools; CPIE Ch. 5 - Assessing cultural knowledge, pp. 75 – 77 DUE: Conversations that Matter: Perspective on Disability #1 (5 pts.)

	_thank_you_very_much https://www.ted.com/talks/maysoon_zayid_i_got_99_problems_p_alsy_is_just_one	
Class 4	When morality meets mandates: Past and current laws and policies regarding the education of children and youth with disabilities and other diverse academic, social/emotional, language, and communication learning needs and differences – ADA, IDEIA, and beyond	CPIE Ch. 1 – What are equity and access gaps? Why do they persist?, pp. 5 – 12 SERR Ch. 1 - Basic Rights
Class 5	The federal disability categories and the IEP, ITP, and IFSP processes for identifying and supporting children and families with disabilities	SERR Ch. 4 - IEP Process
Class 6	Disability or difference? - Differentiating cultural, language, and learning differences from disability	DUE: Voice of Inclusion #1 (5 pts.)
Class 7	The Schoolhouse Model of Inclusive Education	Required: V&T2017 Section II, pp. 43 - 46 & Ch. 3, pp. 58 - 62 Optional: V&T2017 Chs. 4 - 6
Class 8	Culturally proficient, contemporary best practices for creating inclusive learning experiences and environments that accommodate and support the diverse academic, social/emotional, language, and communication learning needs of all students - Part 1: Accommodations versus modifications, differentiation of instruction via the retrofit approach	V&T2017 Ch. 7, pp. 117 - 126
Class 9	Culturally proficient, contemporary best practices and innovative strategies for creating inclusive learning experiences – Part 2: Differentiation of instruction via Universal Design for Learning heterogeneous grouping, co-teaching, multi-tiered system of supports	V&T2017 Ch. 7, pp. 122, 127 – 143 DUE: Conversations that Matter: Perspective on Disability #2 (5 pts.)
Class 10	Culturally proficient, contemporary best practices and innovative strategies for creating inclusive learning experiences - Part 3: heterogeneous grouping, co-teaching, and collaborative teaming among support personnel Jigsaw instruction of 100 ways to differentiate instruction in K-12 inclusive classrooms	SERR Ch. 5 - Related Services & Health Management DUE: Jigsaw Instruction of Best Practices in Differentiating Instruction (10 Points)
Class 11	Careers that support the learning and well being of children and adults with disabilities Career Fair of Professions in Support of Students and Adults with Disabilities	SERR Ch. 5 - Related Services & Health Management Due: Career Fair of Professions in Support of Students and Adults with Disabilities
Class 12	Contemporary issues in the education of children and youth with disabilities: Does all really mean all?; In-class jigsaw of <i>Leading an Inclusive School</i> Ch. 9 – Questions, concerns, beliefs, and practical advice about inclusive education	V&T2017 Ch. 9 Due: Voice of Inclusion #2 (5 pts.)
Class 13	Contemporary issues in the support of children and adults in the community: A focus on family	DUE: Conversations that Matter: Perspective on Disability #3 (5 pts.)
Class 14	Taking action to promote inclusive community and schooling for students with disabilities and other diverse academic, social/emotional, language, and communication learning needs – Crafting a Credo of Support	V&T2017 Ch. 8; A Credo for Support – All 3 @ http://conversationsthatmatter.org/user
Class 15	Credo of Support Action Plan Presentations Course celebration and evaluations	Due: Credo of Support Action Plan (10 pts.)
Class 16	Final Exam (Online) Must be submitted on Cougar Courses on or before the start time of Class #16	Due: Final Exam (15 pts.)