

**San José State University
Lurie College of Education
Department of Special Education
EDSE 213A Curriculum, Instruction, and Transition
FALL 2022**

Course and Contact Information

Instructor:	Sudha Krishnan
Office Location:	SH 217
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Telephone:	408-924-3681
Office Hours:	By appointment, via zoom
Class Days/Time:	In-Person, SH 315, Wednesdays 4:00-7:45pm on these days: 8/24, 9/7, 9/21, 10/5, 10/19, 11/2, 11/16 Asynchronous classes (online) on these days: 8/31, 9/14, 9/28, 10/12, 10/26, 11/9, 11/30, 12/14

Course Format

Hybrid

This course follows a hybrid format with lectures taking place in synchronous and asynchronous online formats. The dates of the synchronous meetings and asynchronous classes are shown at the beginning of the syllabus and in the table at the end of the syllabus. Students are expected to access readings and materials online on Canvas to prepare for class or complete assignments. Students are also expected to work on assignments, readings, and assessments outside the course time.

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, and readings can be found on the Canvas learning management system course page for this course. You are responsible for regularly checking with the messaging system through Canvas. Additionally, be aware that all communications for this course should take place on either Canvas or through your university provided email (sjsu.edu).

Course Description

This course will cover development of curriculum aligned with content standards that also address the specific needs of students with extensive support needs; evidence-based instructional strategies that are appropriate for students with extensive support needs in various curricular areas; functional skills training for students with extensive support needs to successfully transition them into educational, vocational, and community settings.

Course Goals

This course is intended to assist students to meet the competencies specified in the Extensive Support Needs (ESN) Specialty Teaching Performance Expectations (TPE) in assessment:

CTC – Extensive Support Needs Teaching Performance Expectations – Education Specialist

Introduce	Practice	Assess
1.4	1.6	6.4
1.10	2.1	
1.11	2.2	
2.1	2.6	
2.2	2.7	
2.6	2.14	
2.7	4.4	
3.1	4.5	
3.2	4.6	
6.5	4.8	
6.6	5.1	
6.7	5.3	
	6.6	
	6.7	

CTC- Universal Teaching Performance Expectations

Introduce	Practice	Assess
1.3	1.3	4.1
1.5	1.5	
3.3	3.1	
4.6	3.2	
5.3	3.3	
5.8	3.4	

6.3	4.4	
	5.5	
	6.1	

Course Learning Outcomes (CLO)

Upon completion of the course, students will demonstrate their knowledge, skills and abilities related to:

1. Developing and implementing Individualized Education Program (IEP), including instructional goals that are aligned with Common Core State Standards that lead to effective inclusion of students with extensive support needs in the general education core curriculum.
2. Monitoring student progress by developing data collection procedures from IEP goals, collecting data, charting data, and analyzing data to change instructional interventions.
3. Developing instructional and curricular sequences that align with common core standards and that include options on how to modify the general education curriculum in literacy, mathematics, science, social studies, vocational and functional skills to serve students with extensive support needs, including the use of assistive technology, so that they have equitable access to the content and educational practices in general education.
4. Using information from individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
5. Addressing functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
6. Supporting the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage and operation of medical equipment and other mobility and sensory accommodations.
7. Implementing instructional strategies that are evidence-based and meet the diverse learning characteristics of students with extensive support needs in inclusive and non-inclusive settings; including age appropriate strategies, systematic instruction, peer mentoring/collaboration, technology use in instruction and culturally responsive pedagogy.
8. Implementing the principles of self-determination and self-advocacy skills in the classroom in curriculum, instruction, IEP, and transition with students with extensive support needs.
9. Developing instructional sequences for teaching functional skills, life skills, and independent living skills that align with evidence-based practices and maintain the dignity of the student during the teaching process.
10. Developing knowledge and appreciation of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

Required Texts/Readings

Universal Design for Learning in the Classroom: Practical Applications (What Works for Special-Needs Learners) Illustrated Edition , by Tracey E. Hall (Editor), Anne Meyer (Editor), David H. Rose (Editor)
Publisher : The Guilford Press; Illustrated edition (July 31, 2012)
ISBN-10 : 1462506313; ISBN-13 : 978-1462506316

Readings/Resources

- Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Lead and Learn Press.
- Brolin, D. E., & Loyd, R. J. (2004). *Career development and transition services: A functional life skills approach*. Pearson Education Inc.
- Browder, D. M. & Spooner, F. (2006). *Teaching language arts, math, & science to students with significant cognitive disabilities*. Paul Brookes Publishing Co.
- Browder, D. M. & Spooner, F. (2011). *Teaching students with moderate and severe disabilities*. New York, NY: The Guilford Press.
- Browder, D. M., Wood, L., Thompson, J., & Ribuffo, C. (2014). *Evidence-based practices for students with severe disabilities* (Document No. IC-3). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:
<http://cedar.education.ufl.edu/tools/innovation-configurations/>
- Collins, B.C. (2012). *Systematic instruction for with moderate and severe disabilities*. Paul Brookes Publishing Co..
- Cope, B., & Kalantzis, M. (2015). The things you do to know: An introduction to the pedagogy of multiliteracies. In *A pedagogy of multiliteracies* (pp. 1-36). Palgrave Macmillan
- Cummins, J., & Early, M. (2010). *Identity texts: The collaborative creation of power in multilingual schools*. Trentham Books Ltd.
- Duke, N. K., Purcell-Gates, V., Hall, L. A., & Tower, C. (2006). Authentic literacy activities for developing comprehension and writing. *The Reading Teacher*, 60(4), 344-355. <https://doi.org/10.1598/RT.60.4.4>
- Friend, M., & Cook, L. (2017). *Interactions: Collaborations for school professionals*. Pearson Education Inc.
- Kliewer, C. (2008). *Seeing all kids as readers: A new vision for literacy in the inclusive early childhood classroom*. Paul Brookes Publishing Co.
- Kliewer, C., & Biklen, D. (2001). "School's not really a place for reading": A research synthesis of the literate lives of students with severe disabilities. *Journal of the Association for Persons with Severe Handicaps*, 26(1), 1-12.
- Ladson-Billings, G. (1995). But that's just good teaching!: The case for culturally relevant pedagogy. *Theory into Practice*, (3), 159.
- McLaughlin, M., & Overturf, B. J., (2012). The common core: insights into the K-5 standards. *The Reading Teacher*, (2), 153.
- Moje, E. B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In T.L. Jetton & J.A. Dole (Eds.), *Adolescent Literacy Research and Practice* pp. 321-350. Guilford
- Moll, L. C. & Gonzalez, N. (1994). Lessons from research with language-minority children. *Journal of Reading Behavior*, 26(4).

- Rapp, W. H. & Arndt, K. L. (2012). *Teaching everyone: An introduction to inclusive education*. Paul Brookes Publishing Co.
- Rose, D. H., Meyer, A. & Hitchcock, C. (Eds). (2006). *The universally designed classroom*. Harvard Education Publishing Group.
- Smith, D. D., DeMarco, J. F. & Worley, M. (2009). *Literacy beyond picture books: Teaching secondary students with moderate to severe disabilities*. Corwin.
- Wehmeyer, M. L. & Webb, K. W. (2012). *Handbook of adolescent transition education for youth with disabilities*. Taylor and Francis.
- Westling, D. L. & Fox, L. (2014). *Teaching students with severe disabilities*. Pearson Education Inc.

Other technology requirements / equipment / material

Students will need access to Microsoft or Google Applications that include word processing and spreadsheets.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

Assignments

All written assignments are to be turned on the date they are due. Written assignments are expected to be free from spelling and grammatical errors, following the rules of English writing, and submitted online as Word documents on Canvas.

1. Participation in Class and online activities- 200 points

Meets ESN TPE's: EX 1.4; 1.6; 1.10; 1.11; 2.1; 2.2; 2.6; 2.7; 2.14; 3.1; 3.2; 4.4; 4.5; 4.6; 4.8; 5.1; 5.3; 6.4; 6.5; 6.6; 6.7.

Meets Universal TPE's: U 1.3; 1.5; 3.1;3.2; 3.3; 3.4; 4.1; 4.4; 4.6; 5.3; 5.5; 5.8; 6.1; 6.3

2. Presentation on one Evidence-based Instructional Strategy-100 points

Meets ESN TPE's: EX 3.2; 4.4; 4.5

Meets Universal TPE's: U 3.1; 3.2; 3.3;4.4; 4.6

Develop a 20- minute presentation that explains one evidence-based strategy for classroom instruction (research, method, any pros and cons), including examples showing how it can be used in context of a common-core standard.

3. Inquiry Project 1 and 2- 200 points

Meets ESN TPE's: 1.9; 3.1; 3.2; 4.4;5.1

Meets Universal TPE's: U 1.5; 3.1; 3.2; 3.3; 4.4; 4.6; 5.5 6.1; 6.3

Inquiry Project 1:

Develop 2 weeks of curriculum aligned with Common Core Standards in any one academic subject area. Each week must address a different unit/theme. Develop a curriculum map with the standards, topic, activities and the functional skills you will address. Develop one lesson plan keeping in mind, UDL, CRSP, and evidence-based strategies for students with extensive support needs. Lesson plan must show effective intervention strategies, use of AAC devices, instruction of communication and social skills, varied communication methods to demonstrate students' academic knowledge and address students' sensory and access needs. The lesson plan

must also show how progress is monitored for the IEP goals addressed including a data sheet that correlates with the objectives.

The format for this assignment will be distributed in class. You will work in groups for developing the curriculum but create individual lesson plans.

Inquiry Project 2: Implement the lesson plan you developed, share with a peer or peers (through video) and reflect on their input and how you could change the lesson plan.

The deliverables for this assignment include the 2 weeks of curriculum activities, one lesson plan with evidence-based strategies, the video recording of the lesson, input from peer/peers and reflection on the process and changes you may make.

4. Liberatory Narrative

Meets ESN TPE's: EX 3.2; 5.1

Meets Universal TPE's: U 6.4; 6.7

The liberatory narrative is a liberatory version of the social narrative. This narrative includes the following:

1. A personal problem that a student chooses to address
2. An interaction with the student detailing the problem, its causes, and its effects on the student
3. An action plan developed along with the student to address the harmful effects of the problem including what the student can do and what others can do.
4. A plan to communicate this problem to a larger group to find allies in the school or community
5. Make a digital book (Power point, book creator, Story bird) to put the narrative together. The book must include student voice and student input at every stage.

Assignment Table

Assignment	Points (%)	Description
Classroom Assignments	100 (16.6%)	<p>Five Classroom Assignments (20 points each): Assigned during in-person and asynchronous classes</p> <p>Classroom Assignment 1: Standards-based IEPs online module (asynchronous class)</p> <p>Classroom Assignment 2: Lesson plan using strategies for Bilingual/Multilingual Learners with extensive support needs (in-person class)</p> <p>Classroom Assignment 3: Task Analysis (asynchronous class)</p> <p>Classroom Assignment 4: Online module on Curriculum Mapping (IRIS)</p> <p>Classroom Assignment 5: Lesson plan on functional skills/transition skills (in-person class)</p>
Online Discussion	100 (16.6%)	<p>Five Online Discussions (20 points each) Assigned during asynchronous classes</p> <p>Online Discussion 1: Student Led IEPs</p> <p>Online Discussion 2: Critical Literacies</p> <p>Online Discussion 3: Visual and Performing Arts</p> <p>Online Discussion 4: Self-Determination</p>

		Online Discussion 5: Collaboration with Paraeducators, Parents, and Direct Service Providers
Evidence-based Instructional Strategy Presentation	100 (16.6%)	<ul style="list-style-type: none"> Develop a 15-minute presentation that explains one evidence-based strategy for classroom instruction Include research in using the strategy Give one example of how to use the strategy in creating a lesson plan in the context of a common-core standard
Inquiry Project 1	100 (16.6%)	<ul style="list-style-type: none"> Develop 4 weeks of curriculum aligned with Common Core Standards. Design one lesson plan with evidence-based strategies Lesson plan must show effective intervention strategies, use of AAC devices, instruction of communication and social skills, varied communication methods to demonstrate students' academic knowledge and address students' sensory and access needs.
Inquiry Project 2	100 (16.6%)	<ul style="list-style-type: none"> Implement your lesson plan, record via video and share with a peer/peers Gather their comments/input on the lesson Reflect on how you would change the lesson
Liberatory Narrative	100 (16.6%)	<p>Develop a social (liberatory) narrative that:</p> <ul style="list-style-type: none"> Deals with a personal problem that a student in your class chooses to address Is developed with interaction with the student detailing the problem, its causes, and its effects on the student Contains an action plan developed along with the student including what the student can do and what others can do to address the problem. Contains a plan to communicate this problem to a larger group to find allies in the school or community Make a digital book (Powerpoint, book creator, Storybird) to put the narrative together. The book must include student voice and student input at every stage.

Final Examination or Evaluation

In place of a final examination, this course will include the submission of a final inquiry project (2) on Canvas.

Grading Information

Determination of Grades

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A+</i>	<i>576-600</i>	<i>96 to 100%</i>
<i>A</i>	<i>558-575</i>	<i>93 to 95%</i>
<i>A-</i>	<i>540-557</i>	<i>90 to 92%</i>
<i>B +</i>	<i>516-539</i>	<i>86 to 89 %</i>
<i>B</i>	<i>498-515</i>	<i>83 to 85%</i>

<i>B -</i>	<i>480-497</i>	<i>80 to 82%</i>
<i>C +</i>	<i>456-479</i>	<i>76 to 79%</i>
<i>C</i>	<i>438-455</i>	<i>73 to 75%</i>
<i>C -</i>	<i>420-437</i>	<i>70 to 72%</i>
<i>D +</i>	<i>396-419</i>	<i>66 to 69%</i>
<i>D</i>	<i>378-395</i>	<i>63 to 65%</i>
<i>D -</i>	<i>360-377</i>	<i>60 to 62%</i>
<i>F</i>	<i>>359</i>	<i>0 to 59%</i>

Classroom Protocol

1. Arrive on time to class.
2. Actively participate in class discussion and activities. Respect others in class and show tolerance for viewpoints different than ones' own. Everyone's voice is valued, and we all have much to learn from each other.
3. Be respectful with technology (turn phones to vibrate, use technology to support classroom learning, stay off social media).
4. Contact the instructor if you are going to miss class. You are responsible for getting course notes from a classmate if you are absent.

University Policies (Required)

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources with students.

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See University Policy S90-5 at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the SJSU catalog, at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step. Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and

penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - o It is suggested that the students contact the instructor for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - o In classes, where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Library Liaison

Mantra Roy, Ph.D, MLIS
Collection Strategy Librarian
Phone: 408-808-2039
Office: 4049 (4th Floor)
Mantra.roy@sjsu.edu

As you seek out literature on your topic, you may wish to speak with our library liaison, who can help you narrow your topic and identify keywords that will significantly reduce the amount of time you spend searching through databases.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC). Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

SJSU Counseling Services

Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at <http://www.sjsu.edu/counseling>. To make an appointment, call (408) 924-5910. The CAPS office is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, on the 3rd floor, Room 300B.

EDSE 213A / Curriculum, Instruction, and Transition Fall 2022, Course Schedule

Please note that the schedule is subject to change and information will be posted on CANVAS.

All readings for the following week will be posted on CANVAS.

Date	Topics, Readings, Assignments, Deadlines	Assignments Due
Aug 24 In-Person	<ul style="list-style-type: none"> Course Introduction and Overview of Assignments Models of Disability Introduction to Evidence-Based Strategy 	Pick topics for Evidence Based Strategy Assignment Pick groups for curriculum/inquiry project
Aug 31 Online	<ul style="list-style-type: none"> Standards-based IEP's Student-led IEP's Online Module: https://mast.ecu.edu/Standards-Based%20IEPs/Standards%20Based%20IEPs/index.html Readings on Canvas	1. Classroom assignment 1: Complete online module on Standards based IEPs 2. Online discussion 1 on student-led IEPs
Sep 7 In-Person	<ul style="list-style-type: none"> The Intersection of UDL/Culturally Relevant and Sustaining Pedagogy/Special Education Culturally Relevant and Sustaining Pedagogy Principles of UDL Applying UDL and CRSP to Special Education Making a Lesson Plan 	Classroom assignment 2 (in-class): Lesson plan using UDL, CRSP, and EBP with extensive support needs
Sep 14 Online	<ul style="list-style-type: none"> Introduction to Evidence-based Strategies, task analysis, and prompting Online module on curriculum mapping https://iris.peabody.vanderbilt.edu/module/cnm/#content 	Classroom assignment 3: Task Analysis Classroom assignment 4: Online module on Curriculum mapping
Sep 21 In-Person	<ul style="list-style-type: none"> UDL and Teaching Literacy to Students with Extensive Support Needs Presentation of Evidence-based Strategies 	Evidence-based Strategy Presentation Day 1
Sep 28 Online	<ul style="list-style-type: none"> An Introduction to Alternative Pedagogies of Literacy (Multiliteracies, Critical literacies, Digital Literacies, New Literacies) 	Online discussion 2 on critical literacies
Oct 5 In-Person	<ul style="list-style-type: none"> UDL and Teaching Math to ESN students Presentation of Evidence-based Strategies 	Evidence-based Strategy Presentation Day 2
Oct 12 Online	<ul style="list-style-type: none"> UDL and Teaching Science, and Social Studies to ESN 	Inquiry Lesson Plan - part 1
Oct 19 In-Person	<ul style="list-style-type: none"> UDL and Teaching Health, Community, Leisure, and Independent Living Skills 	Evidence-based Strategy Presentation Day 3

		Classroom Assignment 5: Lesson plan on functional skills/transition skills
October 26 Online	<ul style="list-style-type: none"> ● Visual and Performing Arts Education 	Online Discussion 3 on incorporating Visual and Performing Arts in Core Content
Nov 2 In-Person	<ul style="list-style-type: none"> ● Meeting the Sensory, and Mobility Needs of Students ● Meeting the Specialized Health Care of Students ● Guest Speakers 	
Nov 9 Online	Social Skills, Self-Determination	Online Discussion 4 on Self-Determination
Nov 16 In-Person	<ul style="list-style-type: none"> ● UDL and adaptive skills/Teaching Communication ● Guest Speaker on Classroom Management 	Liberatory Narrative
November 30 Online	Collaboration with Paraeducators, Parents, Direct Service Providers	Online Discussion 5
December 14 Online	<i>Submit Final Project on Canvas</i>	Inquiry Lesson- Part 2