

University of Houston-Clear Lake**SPED 4030.02: Survey of Exceptionalities****Spring 2002 Bayou 2236 Tuesday 4:00-6:50 p.m.****Instructor:**Dr. Randy L. Seevers **E-mail:** seevers@cl.uh.edu **Suite Secretary:** 281-283-3540**Suite:** 1119-02 **Office hours:** Tuesday 12:30-2:30; Wednesday 10:30-2:30; other times by appointment**Required Texts:**

Turnbull, A., Turnbull, R., Shank, M., & Leal, D. (2002). *Exceptional lives: Special education in today's schools*. 3rd edition. Columbus, OH: Prentice- Hall.

Turnbull, A., Turnbull, R., & Shank, M., & Leal, D. (2002). *Student study guide to accompany exceptional lives in today's schools*. 3rd edition. Columbus, OH: Prentice-Hall.

Optional Texts:

Schumm, J.S. (1999). *Adapting reading and math materials for the inclusive classroom*. Reston, VA: Council for Exceptional Children.

Lenz, K. & Schumaker, J. (1999). *Adapting language arts, social studies, and science materials for the inclusive classroom*. Reston, VA: Council for Exceptional Children.

Other required materials: Each student will need to have the following: Assorted materials printed out by students from websites/journals and copies of related materials assigned by instructor; a 2 pocket folder; 1 colored pen (not red); a 1 inch binder with 12 dividers for resource directory materials.

Course Description: The course will provide a study of the various categories of disability to include etiology and effects of disability on various aspects of development.

ExCET Competencies:

- Understanding learners with special needs (001, 002)
 - Learning processes
 - Developmental effects of disabilities
- Promoting learner growth and achievement (004, 005, 006, 007, 008,)
 - Structuring and managing instruction
 - Social competence
 - Communicative competence
 - Functional living competence
 - Academic performance in the content areas
- Working in a collaborative learning community (011, 012, 013, 014)
 - Working with other members of the school community
 - School-home relationships
 - School-community relationships
 - Requirements and expectations for teaching in Texas

University of Houston-Clear Lake Teacher Education Standards

- Standard 1: Professional Responsibility
- Standard 2: Nature of the Learner
- Standard 3: Command of Subject Matter
- Standard 4: Curriculum and Instruction
- Standard 5: Classroom Management and Organization
- Standard 6 Technology
- Standard 7: Community and Parent Involvement

Methodology: This course is based in the constructivist paradigm for teaching and learning. It is through experiencing and reflecting that students begin to understand the role and impact of teaching. In this course, the role of the instructor is not primarily to tell and correct, but rather to monitor and guide and ask questions such as What does this mean? What did you notice? What decisions would you make? Professional education students take responsibility for their own learning. They are problem solvers and information seekers.

Therefore, methodology includes short lectures with a focus on in-class activities, some are collaborative and produced by assigned teams of students. Students are also expected to do journal and computer searches of assigned websites and print out related information. Possible teaching aides: multi-media, guest speakers, educational videos, group discussions, instructor handouts, simulations, role play, student presentations and handouts.

Objectives: Students will:

1. understand the historical, social, and legal ramifications of special education
2. develop an understanding of ethical considerations
3. develop an understanding of current issues and trends related to special education through professional publications and organizations
4. articulate the pros and cons of current issues and trends in the education of individuals with disabilities or at risk not limited to identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures
5. demonstrate an understanding of the principles of IDEA
6. delineate the principles of normalization versus educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities
7. demonstrate an understanding the nature of various exceptionalities and the impact on areas of development/learning
8. understand differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare
9. demonstrate an understanding of issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds
10. articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities
11. demonstrate an understanding of continuum of placement and services available for individuals with disabilities
12. demonstrate an understanding of the laws, regulations, and policies related to the provision of specialized health care in the educational setting
13. understand the rights and responsibilities of parents, students, teachers, and other professionals, and schools as they relate to individual learning needs
14. understand the rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities
15. understand the types and importance of information generally available from family, school officials, legal system, and/or community service agencies
16. articulate personal philosophy of special education including its relationship to/with regular education
17. articulate common environmental personal barriers that hinder accessibility and acceptance of individuals with disabilities
18. articulate the teacher's ethical responsibility to individual's who function similarly to individuals with exceptionalities
19. understand the characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect and substance abuse
20. describe characteristics of effective preschool programs, of effective elementary programs, of middle and secondary programs, and of effective program options for adults with exceptionalities
21. identify sources of unique services specialized materials, networks, and organizations of individuals with exceptionalities
22. apply knowledge of variations in beliefs, traditions, and values across cultures within society and effect of the relationship among child, family and schooling
23. develop an understanding of issues related to special education, such as labeling, bias, cultural diversity, second language learners, normalization, continuum of services, levels of support, and inclusive practices.
24. understand basic terminology used in special education
25. understand the process of and issues related to referral and assessment
26. use effective, research-based instructional strategies and practices to meet learning needs
27. demonstrate the ability to modify academic content for exceptional students or those at risk
28. select, adapt and use instructional strategies and materials according to characteristics of the learner
29. demonstrate an understanding of integrating social skills into the curriculum
30. choose appropriate adaptations and assistive technologies to accomplish instructional objectives
31. identify ways in which technology can assist with planning and managing the teaching and learning environment
32. identify strategies for facilitating maintenance and generalization of skills across learning environments
33. explain the characteristics of an environment that encourages self-advocacy and increased independence
34. explain the strategies for crisis intervention
35. demonstrate an understanding of classroom management for exceptional students
36. demonstrate an understanding of the psychological and social-emotional characteristics of individuals with exceptionalities and those at risk
37. articulate effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders and other disabling conditions
38. demonstrate procedures to increase individual's self-awareness, self-control, self-reliance, and self-esteem
39. demonstrate an understanding of factors that may affect learning in students with exceptionalities
40. demonstrate an understanding of typical concerns of families of individuals with exceptionalities and appropriate strategies to deal with areas of concern
41. demonstrate commitment to developing the highest educational and quality of life potential of individuals with exceptional needs
42. develop an understanding of collaboration among students with exceptionalities, their families, teachers and other professionals, as well as the community and its citizens
43. exercise objective professional judgment in the practice of the profession
44. demonstrate an understanding of the importance of the teacher as a role model
45. demonstrate proficiency in oral and written communication
46. use copyrighted materials in an ethical manner
47. participate in the activities of professional organizations relevant to individuals with exceptionalities or at risk.

Academic Honesty Policy: To be successful in this course you must devote a significant amount of time for careful and systematic study. Unfortunately, a small number of students do not plan adequate time to prepare the assignments and study for exams. *Please be assured and forewarned that cheating will not be tolerated in this course.* The instructor of this course will adhere strictly to the Academic Honesty Code stated on page 74 of the 2001-2002 UHCL Catalog. All cases of suspected academic dishonesty will be formally referred to the appropriate University Committee.

Accommodations: In accordance with Section 504 of the federal **Rehabilitation Act of 1973 and the American's with Disabilities Act of 1990**, the University of Houston-Clear Lake endeavors to make reasonable adjustments in its' policies, practices, services and facilities to ensure equal educational programs and activities. Whenever a special accommodation or auxiliary aid is necessary in order to ensure access to and full participation by students with disabilities in university programs and services, the department responsible for the program or service will work with Health and Disabled Services and appropriate federal and state agencies to ensure that reasonable accommodations are made. The student requiring special accommodations or auxiliary aids must make an application of such assistance through the Office of Health and Disabled Services (Room 1406, Bayou). Proof of disability from a competent authority will be required, as well as information regarding specific limitations for which accommodation is requested. **Should you need special accommodations, please contact me after class or during office hours at your earliest convenience.**

Course Requirements/Evaluation:

Three tests (10, 10, 5 pts each)	25 points	
Attendance/participation	25 points	
Guided review completion	15 points	
Evidence of Professional Activity	10 points	
Resource Directory	10 points	
<u>Individual Assignments</u>	<u>15 points</u>	<u>Course total 100 points</u>

Grade Distribution:

95-100	A	73-76	C
90-94	A-	70-72	C-
87-89	B+	67-69	D+
84-86	B	63-66	D
80-83	B-	60-62	D-
77-79	C+	<60	F

A student striving for a grade of "A" must demonstrate:

1. extensive study/research
2. exceptional ability to analyze, synthesize and evaluate content
3. ability to apply content in practical situations
4. ability to communicate ideas in expressive written language
5. creativity in all areas of expression
6. consistency in performance
7. ability to collaborate well with colleagues
8. engagement in professional activities that benefit individuals with disabilities, their families, and/or colleagues

It is expected that all work will reflect the above requirements in order to receive a grade of A. This also implies that all work is completed and presented in a professional manner that would be viewed as professional work in the real world.

ATTENDANCE (25%) Because so much of learning takes place through activities and discussions during class sessions, attendance at all class sessions is required. You will lose 5 points for each class session that you do not fully participate in. **This means no late arrivals, early departures, or absences will be excused, except with: (1) a physician's note, or (2) prior approval from the instructor.** (In case of serious illness or emergency, please contact instructor.) Roll will be taken at the beginning of class; an attendance sheet will be available and it is your responsibility to sign it. Exit sheets may be used.

Remember: you are responsible to sign in each class session at the beginning of class to assure you are counted present and given credit for your attendance. Do not assume that you will be able to make up work for a class you did not attend. If you are absent for any reason, you are responsible for getting notes, handouts, and assignments.

TESTS (25%)

There will be 3 announced tests. Tests will be made up of multiple choice, short answer and true/false items. Tests will be administered at the start of class. No time extensions for late arrivals and no make-up tests will be available. Tests will be held during classes #5 (10 points) #7 (10 points) and # 13 (5 points). See schedule for dates.

EVIDENCE OF PROFESSIONALISM (10%)

15 points from the following list must be accumulated to receive full credit for professionalism.

Examples include (unpaid) activities that benefit individuals with disabilities, their families, and/or colleagues:

10 points = SCEC membership (forms at SCEC bulletin board)

5 points = membership in Family-to-Family Network, Inc. (forms on SCEC Bulletin Board)

10 points = all day volunteer at SCEC Take a Buddy to the Fair (spring semester only)

5 points = attendance at an ARD meeting or 504 meeting as an observer and a 3 page paper on the process to include date/time, district, who was present and issues addressed (instructor approval in advance required.)

10 points = 20 hours volunteer with at risk or sped students in a public school with letter of verification on letterhead.

**other activities pre-approved in advance by the instructor on an individual basis requested by e-mail (approved list of special education directors interested in volunteers is located on SCEC bulletin board)

Demonstrations of professionalism will be submitted in folder **class #14** on April 23. They are to be submitted in the form of a typed log with verification for each attached. Include points for each and a total of all points earned for professional activities.

Example: membership in SCEC 10 points-----copy of membership card attached
 SCEC Take a Buddy 10 points----- certificate attached
 membership F2F Network 5 points----- copy of page with mailing label attached

***No points awarded without verification.

STUDENT STUDY GUIDE AND GUIDED REVIEWS (15%)

Using a file folder label, print your name and put it on the spine of the workbook. Write your last name on the first page of the workbook with a phone number. Print your last name on the page ends of the study guide. GUIDED REVIEWS are to be completed each week **before class** as assigned and will be checked by the instructor on a random schedule. You are only required to complete the Guided Review sections for each chapter.

RESOURCE DIRECTORY (10%)

Class will be divided into teams (two to four) to produce collaborative products for each team.

Each student will have a 1 inch binder with a designed cover page and 13 dividers. The first divider will say IDEA and then a divider for each area of exceptionality (omit giftedness.) In Texas giftedness is not under special education.

- Each team member will be assigned an exceptionality area to research. During class #12 each student will turn in a **Local Resource Directory of services, agencies, organizations that provide services to children with disabilities and/or their families.**
- For each area of exceptionality (e.g., mental retardation; total of 12), develop a resource directory:
 - Each section should include:
 - (a) A minimum of four local, county, state services/agencies available to students with exceptionalities and/or their families in your area (not national groups);
 - (b) A listing of organizations (local, regional, state, national) related to exceptionality area;
 - (c) A listing of journals/professional publications and catalogs related to each exceptionality)
 - (d) A listing of at least 4 websites and/or databases that provide information about specific exceptionalities. Be sure they are working sites. Include a short description (2-3 sentences) of the types of information that can be found at the website/database..
- Each team member's work will be assembled with all the others into a resource directory (Note: This is the only assignment that may be done collaboratively with your team).
- Turn in this directory with a designed title page with all members' names on it **Due :Class #14 - April 23**
- Provide an index to include a listing of exceptionalities and the student responsible for that area. IT is expected that this product will reflect the professionalism of the real world.
- Note: Turn in two copies of websites/database listings; instructor will keep one copy. ****No credit will be received if this directory contains only information from the textbook.** (S-1, 2, 3, 6, 7)

Use this space to keep a listing of related information, such as websites and titles of special education journals and library call numbers, shared during class. Students are encouraged to attend library training sessions offered at start of semester and to make use of the Writing Center on the second floor..

ASSIGNMENTS (15%)

In addition to tests, attendance, guided review completion, participation and class activities, the following assignments will be used to determine your final grade in this course. These assignments are completed outside of class time. Assignments may require computer use. **Each assignment is to be labeled with your name, course number, the assignment number, and directions.** Assignments (#1-5) are due in a two pocket folder (be sure to follow directions) by class #10 . No assignments will be accepted late.

Assignment 1 is due on **class #3** and assignment 6 is due **class 15**. All other assignments are due on **class #10**. Turn them in with the paper stapled to the front of the journal article. Be sure to put your name on each assignment. Include a copy of this page in your folder. **Be sure you followed all directions.** Points will be deducted for directions not followed. Put the completed assignments in a pocket folder with your typed name and course number on the front upper right corner .

(S is UHCL standard met)

ASSIGNMENT 1: 1. Visit the CEC website (<http://www.cec.sped.org/>) and print out the **Code of Ethics and Standards of Practice for Special Educators**.
2. Visit the ERIC website. Review the “**New and Noteworthy**” section of AskERIC and go to the “Gateway to Educational Materials.” Print out a sample of information. 3. Obtain a copy of the **TEKS from your content/grade area**. **Due class #3** (S-1, 6)

ASSIGNMENT 2: Review articles in *Teaching Exceptional Children*. (may be done through ERIC).

1. **Choose and copy** three articles that are relevant and useful to you as a teacher (e.g., **reading, social studies, math, social skills**). Articles should relate to curriculum adaptations or instructional strategies.
2. Write a three page discussion paper on (a) **Reason for Selection** of the three articles (how do they relate what area) and (b) **Application of Information** to your teaching/classroom, and (c) Possible **Impact** of information on the inclusive class and/or learning of students with exceptionalities. At the top of the discussion paper type the reference for the articles in APA style. **Due class #10**
(Standards-2, 3, 4)

ASSIGNMENT 3: For this assignment you may use any professional journal but the article must address students with exceptionalities and have a reference section at the end. **Due Class #10**

1. Obtain an article useful to you from any special education journal related to **cultural, bilingual, and/or linguistic issues related to students with disabilities and/or their families**.
2. Write a two page paper on (a) **Reason for Selection** of the article; (b) **Application of Information** to your teaching; (c) **Possible Impact** of article information on your role as a teacher of students with exceptionalities. This is not a summary paper, it is a thoughtful discussion of what the information means to you and the students you will teach. At the top of the discussion paper type the reference for the articles in APA style. (S-2, 6)

ASSIGNMENT 4:

1. Do an **AskERIC search** (1997-present) resulting in a listing of **journal (EJ)** articles (not ED documents) related to **technology** (i.e., assistive technology, instructional technology, augmentative communication, computer, website, etc.) and students with disabilities. Obtain a copy of an article that interests you. Many are available on Education Full Text.
2. Write a **two-page application paper** on how you would apply the information from the article to your classroom. Be sure to put the reference in APA style at the top of your application paper. Include a one page print out of the results of your search and any articles from the search that you obtained. (S-6, 3) **Due class #10**

ASSIGNMENT 5:

1. Find and copy a journal article that addresses some issue/strategy of behavior management such as (but not limited to) contingency contracts, PATHS, self-control strategies, peer mediation, positive behavior, group reinforcements, etc.
2. Write a two-page paper on how you would apply the information to your classroom. (S-5) **Due class #10**

ASSIGNMENT 6: ***Do not begin this assignment until class 12. Further directions will be available.

1. Design a creative/artistic interpretation of the guiding values. This should be an expression of creativity. Use any medium but must be on one page of **standard sized** paper. The only words should be the six values for teaching from the Turnbull text. **Each student is required to present their guiding values on class #15 to receive credit for assignments 1-5.**
2. Have a one page paper detailing your own "**Philosophy of Education**" **Due class # 15 April 30**
(S-1)

➤ **Everyone needs to be prepared to discuss application of the values to your personal philosophy of education during class.**

Assignments will be evaluated based on the following:

- All assignments are included and each is completed in a professional manner
- Requirements listed for a grade of A will be used in evaluating the content of papers
- Points/grades may be deducted for the following reasons: incomplete work, not following directions, typographical, grammatical, spelling errors, lack of organization, overall lack of professionalism, etc..

It is strongly suggested that in writing your papers you make use of the Writing Center on the second floor.

Refer to guidelines for a grade of A.

⇒ **It is expected that students will do assigned readings and complete guided reviews before coming to class in order to facilitate class discussion and in-class activities.**

PROPOSED COURSE SCHEDULE and ACTIVITIES**Primary Topics & Class Activity****Assignments/readings Due**

1/15	#1. Course overview Guiding values, Professionalism CEC Code of Ethics, sped journals www.CEC.sped.org	
1/22	#2. Preludes, Laws, Students, Staff Professional organizations, journals Who are the students? The personnel? Expectations & typical results: Realistic goals. Sped leaders History of Discrimination, at risk students	Ch 1 and guided review 1 ⇒CLA: Principles of IDEA attendance points begin today
1/29	#3. Six Principles of IDEA, Implementation Federal Funding/Entitlements ⇒CLA: Principles of IDEA Nondiscriminatory Evaluation Assessment, Evaluation; Safeguards Appropriate Education: IFSP/IEP Cultural Linguistic Issues ⇒Case Study: Susie from Southern Mexico	Ch 2 and guided review 2 Assignment 1 due: Code of Ethics Required content of IEP Collaborating with parents pp 65-66-67 Assignment 1 Due: TEKS
2/5	#4. Inclusion and Collaboration; Mainstreaming Regular Education Initiative "Caught in the Continuum", obstacles to inclusion 1 st , 2 nd generation inclusion; Least Restrictive Environment(LRE) Collaboration as a prerequisite for inclusion ⇒Activity: IDEA video & discussion ⇒what do you think? P. 37	Ch 3 and guided review 3 Article: " Writing better goals and short term objectives " Teaching Exceptional Children vol 34, no. 1 pages 52-58.
2/12	#5. TEST #1 (chap. 1, 2, 3) Learning Disabilities: Classification, characteristics Etiology, prevalence, evaluation for; Curriculum & methods; Inclusion, collaboration Resource teachers; Program options, social skills ⇒Activity: CLA: Academic Clubs and short term objectives/benchmarks from TEKS	Review for test, review chapter summaries Ch 4 and guided review 4 Effective teaching Practices: List examples Inclusion tips p. 136 Review Summary p. 141-142 3 STOs /benchmarks
2/19	#6. Emotional or Behavioral Disorders: Definition Characteristics, Etiology, Prevalence, Evaluation Curriculum, methods, Participation, Program options Multiple services, peer mediation, abuse, PATHS, Applied Behavior Analysis, Productive Self-Concept Suicide prevention, IDEA and discipline, social skills AD/HD:Attention Deficit/Hyperactivity Disorder Definition: Characteristics, Prevalence, etiology Evaluation procedures, Curriculum & Methods, Inclusion Collaboration, Program options, social skills Activity: ⇒Case study:	Ch 5, 6 and guided reviews 5, 6 Effective teaching practices: List examples Inclusion tips p. 174 Review Summary p. 178 Effective teaching practices: Accommodations Inclusion tips p. 218 review summary p. 221

Primary Topics & Class Activity**Assignments/readings Due**2/26 **#7. TEST #2 (chapt. 1-6)**

Severe and Multiple Disabilities: Definition
Characteristics, etiology, prevalence, communication
Evaluation procedures, Curriculum & Methods
Inclusion, collaboration, program options
Making Action plans (MAPs), Task analysis
Assistive and Adaptive technology
Prompting strategies, personnel, APGAR

Activity: ⇒ CLA: Using MAPs

Ch 9 and guided review 9;

Video: Skip Stahl on technology for students with special needs

**Effective Teaching practices; list examples
Inclusion tips p. 331**

Review Summary pp. 333-334

3/12 **#8. Mental Retardation:** Definition, AAMR,
Characteristics, etiology, Prevalence, Evaluation,
Curriculum, Methods, Participation, Collaboration,
Personnel, Program Options, Supports Intensity,
Self-Determination, GAP & IEP comparisons
Life Centered Career Education (LCCE), social skills
Activity: ⇒ A **New Home for Ryan**
video: Your baby has Down Syndrome #408

Ch 8 and guided review 8

**Effective Teaching Practices: List examples
Jody's day at school; pp 289-290**

**Inclusion tips p. 295
review summary p. 298-299**

3/19 **#9. Autism:** definition, Characteristics, etiology
prevalence, evaluation procedures, curriculum &
methods, collaboration, program options, positive
behavioral support, communication, social skills
Activity: Case Study
Video: autism

Ch 10 and guided review 10

Effective teaching practices

**Inclusion tips: p.364
review summary pp 366-367**

3/26 **#10. Other Health Impairments:** Definition, Causes
Prevalence, Evaluation Procedures, Curriculum &
Methods, Participation, Program Options,
Schools and medical support
Activity: Case Study:

Ch 11, 12 & guided reviews 11, 12

Effective teaching practices

**Inclusion tips; 401
Assignments #2, 3, 4, 5 due today (include 1 also)**

Physical Disabilities: Definition, Causes, prevalence,
Evaluation procedures, Curriculum & Methods,
Participation, Program options Medical technology,
computers, augmentative communication,
Selecting an AAC system

Activity: CLA: Jigsaw 2 (154)

video: Skip Stahl on technology for students with special needs; universal design

Effective teaching practices

**Inclusion tips: p. 433
review summary: p.436-437**

4/2 **#11. Traumatic Brain Injury:** Types, Difference
Characteristics, etiology, Prevalence, Evaluation,
Curriculum & Methods: Behavior, Self Esteem
Inclusion, Collaboration, Personnel, Program Options
Cognitive retraining, behavioral interventions,
Activity: Case Study:
Communication Disorders: Definition, Characteristics,
Etiology, prevalence, Evaluation, Curriculum & Methods
Inclusion, Collaboration, Personnel, program options
Speech, articulation, language development/impairment,
Organic and functional language problems, social interaction,
Cultural and linguistic issues

Ch 13, 14 & guided reviews 13, 14;

Effective teaching practices

**Inclusion tips: p. 474
Review summary pp. 478-479**

Effective teaching practices

**Inclusion tips: p. 510
review summary p.514**

Discussion of Assignment #6 today

Primary Topics & Class Activity

Assignments/readings Due

4/9 #12. Hearing Loss: Definition, Characteristics, etiology, prevalence, evaluation, Curriculum & Methods Deaf Culture, communication, experiential learning, Scaffolding, visual aids, classroom design, inclusion Collaboration, personnel, program options, state programs Manual alphabet

Blindness & Low Vision: Definition, Characteristics, etiology, prevalence, evaluation, Curriculum & Methods Deaf Culture, tactile kinesthetic approach, orientation & mobility, classroom design, inclusion, Collaboration, personnel, program options, state programs

Activity: CLA: Simulating Blindness

Ch 15, 16 & guided reviews 15, 16
and bring personal resource directory to class

Effective teaching practices

Inclusion tips

Review summary

Effective teaching practices

Inclusion tips

Review summary

TEST # 3 (chapt. 8-16)

4/16 #13. Catch up day

Bring completed guided reviews to class
And personal resource directory in 1 inch binder
time in class to coordinate final team resource directory

4/23 #14. Evaluations

Turn in team resource directory.
Turn in folder with professional activities verification
with Course Point Tally Sheet.

4/30 #15 Values/course wrap up

Assignment 6 due: Values presentation and philosophy of education paper.