SPED 420: Designing Equitable Learning Through Universal Design for Learning, Differentiation and Collaboration

Instructor   **Class Time:**
Phone:
Office Hours:
Email:

Room:

Course Description:

Prerequisites: Acceptance into the Preliminary Multiple Subject, Single Subject, Education Specialist, Dual Preliminary Single Subject/Education Specialist Credential programs or Educational Therapy certificate program. This course, designed for general and special education teacher candidates, emphasizes practical approaches to the design and implementation of equitable and responsive differentiated instruction for all learners. Foundational information on the rationales, impacts, and core components of inclusive education and collaborative special education service delivery will be introduced. The course also focuses on developing the communication skills needed to effectively partner with families and to collaboratively implement multi-tiered academic, behavior, and social-emotional systems of support.

Conceptual Framework:

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to **excellence, innovation, and social justice**. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

o   We value academic **excellence** in the acquisition of research-based professional knowledge and skills.
o   We strive to positively impact schools and communities. Therefore, we foster a culture of **evidence** to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
o   We value ethical practice and what it means to become **ethical and caring professionals**.
o   We value **collaborative partnerships** within the College of Education as well as across disciplines with other CSUN faculty, P-12 educators and relate professionals, and other members of regional and national educational and service communities.
o   We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of **communities of diverse learners**.
o   We value **creative, critical, and reflective thinking and** practice.

Course Objectives

After completing this course, students will be able to:

1. Demonstrate the ability to plan instruction drawing upon evidenced-based high leverage practices for students with a range of strengths and support needs, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
2. Adapt, modify, accommodate and differentiate the instruction of students with identified disabilities in order to address goals and facilitate access to the Least Restrictive Environment (LRE).
3. Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment
4. Use knowledge about students' culture, language, and learning goals to organize the curriculum to facilitate student understanding of subject matter
5. Serve as an active participant in an IEP meeting in order to effectively support inclusion of students with disabilities in the general education core curriculum.
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Design instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
8. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of emergent bilingual students, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
9. Plan for effective subject matter instruction using multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
10. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
11. Use a variety of instructional strategies, resources, and assistive technology, including principles of Multi-Tiered System of Supports (MTSS) to embed academic, social-emotional, and behavioral supports for a wide range of learners within general education settings.
12. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

13. Identify the critical components of effective inclusive practices, and identify variables that may facilitate or constrain the creation of a positive inclusive climate for students with disabilities;
14. Demonstrate the communication skills necessary to implement collaboration with families, teachers and other professionals, including listening skills, an awareness of the impact of culture, privilege, and bias, and frame of reference;
15. Demonstrate understanding of the teacher's role as a mandated reporter and reflect upon ethical issues and questions associated with this responsibility.

TPEs Addressed in this Course
U
MM
E
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

Text: Readings are designed to be a critical support to class discussions, and it is expected that all readings will be completed on the day they are due, and incorporated into both synchronous and asynchronous class discussions. In order to get full participation points, students must be able to demonstrate understanding of the readings during class activities.

Fritzgerald, A. (2020). *Antiracism and Universal Design for Learning.* Wakefield, MA: CAST Professional Publishing.

Additional Readings required as assigned (see course schedule) and will be available for download on Canvas.

Academic Dishonesty: Cheating and plagiarism will not be tolerated. All work submitted must be your own. If you are unclear of what constitutes plagiarism, please ask your instructor prior to submitting your assignments. Cheating and/or plagiarism can result in disciplinary action (see course catalogue for more information).

Assignment Requirements: All assignments must be word processed and submitted on or before the due date. Papers must be submitted in MS Word or .pdf format on Canvas.

Late Assignments: Please submit assignments on or before the due dates/times listed in the syllabus. If for some reason you cannot submit work on the dates listed, please email the instructor **before the assignment is due and** explain your situation. It is your responsibility to get your work submitted in a timely manner. All assignments will be submitted via Canvas, even if late. Any assignment turned in after the due date/time will be graded with a 10% reduction in the maximum grade, with an additional 10% for each week the assignment is late thereafter. If an assignment is to be submitted more than one week late, please discuss the issue with the instructor. *Please do not email assignments.*

Statement on Equity in SPED 420: We strive to maintain a climate for all participants in this class that is free of all forms of discrimination and harassment based upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact the instructor as soon as possible to correct and enhance the student experience.

Grading: Grading is based on a total of 100 points. Participation in class is expected. A plus and minus system will be used. Grades will be assigned according to departmental standards as follows:

A	=	94.0 to 100%	**A - Outstanding.** Performance reflects an
A-	=	90.0 to 93.9%	outstanding level of competency attainment -- including
B+	=	88.0 to 89.9%	critical analyses, information syntheses, and application of
B	=	84.0 to 87.9%	theory and research to practice. Projects and presentations are
B-	=	80.0 to 83.9%	comprehensive, thoughtful, well organized, clearly written
C+	=	78.0 to 79.9%	and effectively presented
C	=	74.0 to 77.9%	**B - Very Good.** Performance surpasses a basic level of
C-	=	70.0 to 73.9%	competency attainment, understanding, and skill, and
D+	=	68.0 to 69.9%	indicates an ability to integrate and apply information.
D	=	64.0 to 67.9%	**C - Satisfactory.** Performance reflects basic level of
D-	=	60.0 to 63.9%	competency attainment, understanding, and skill.
F	=	less than 60%	**D - Unsatisfactory.** Performance meets expectations for
			basic level of attainment for some competencies and
			understanding of some content.
			F - Failing. Performance does not meet expectations for
			basic level of competency attainment and understanding.
			Incomplete. Assigned only when at least 51% of required

coursework has been completed *with a passing grade and with instructor approval.* See the current University catalog for details.

NOTE CSUN POLICIES:
- Students are responsible for following all published CSUN policies and procedures.
- Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.

Course Assignments

All assignments will be discussed in class, and supplemental written guidelines will be provided.

1. Video Observation Assignment:
Students will be asked to observe a co-taught general education lesson, focusing on the accessibility of the lesson from the perspective of the students. They will write a 3-page paper (outline provided) analyzing the effectiveness of the instruction for specific students, and will draw upon class discussions and readings to propose changes to the lesson.
U 4.2
10 points

2. Simulation Participation and Reflection:
U 4.6, MM 2.4, 4.6, 6.2, Ex 2.4, 4.7, 6.3, DHH 4.5, 4.7
Students will be placed in a small group. Each student in that group will apply key concepts from class related to collaboration, communication, co-teaching, and inclusive practices to an interactive simulation session with an avatar, practicing skills for interacting effectively with a resistant co-teacher in a Zoom simulation session. After the participation, a two to three page reflection will be written applying key concepts in class, with an emphasis on analyzing the communication skills used, as well as the application of key concepts from class, and how these can be utilized in K-12 teaching scenarios. **10 points**

3. Instructional Plan:
U 1.4
Students will draw upon key concepts from class to create a comprehensive general education instructional unit plan in one subject that will meet the needs of a wide range of authentic students (generated from student descriptions) with and without disabilities. They will be asked to collaborate with at least two people in class in order to collect ideas for their plan, and submit a group assignment. Plan will include:
* Identification of Big Ideas from the curriculum appropriate for all students, including incorporation of visual and performing arts U 3.1, 3.2, 3.3, 4.3, MM 4.2, Ex 4.4, DHH 4.3
* Incorporating knowledge of students (e.g. skills, interests, culture, language) into the planning process, U 1.1, 2.2, 2.3, 3.5, 3.6
* A variety of forms of representation, expression, and engagement that are appropriate in this curricular area, including access to instructional technology, U 3.2, 3.4, 3.7, 3.8, DHH 3.6, 3.7, 6.5

* Discussion of learning supports including grouping, targeted skill instruction, accommodations and modifications, assistive technology, and peer supports U 2.5, 3.5, 3.6, MM 2.1, 2.8 3.1, 3.2, Ex 2.5, 2.10, 3.3 3.4, 4.4, DHH 1.7, 3.1, 3.2, 3.5, 4.1

* Types of formative assessments appropriate for gauging student understanding U 1.8, 5.2, 5.3, 5.5, 5.8, MM 5.1, EX 5.2
* Co-teaching strategies to be used in the implementation of the lesson **20 points**

4. Reading Responses:
Students will respond to three online reading responses spread out throughout the semester to demonstrate knowledge of course content and readings. **15 points**

5. Mandated Reporter Reflection: U 6.6
Students will demonstrate understanding of their responsibilities as a mandated reporter and will reflect upon ethical issues and questions associated with this role.
5 points reflection, 3 pts certificate

6. Final Exam:
A culminating case study will be given at the end of the course in order to assess students' understanding of critical course content and their ability to apply course material to practical situations. Project will be completed collaboratively in class. **20 points**

7. **Participation Activities:**
Active class participation is required. Discussion is the major vehicle for academic discovery in this class; therefore, students must be present and engaged at all times. Written individual and small group activities will be completed in & out of class based on readings and class materials. These activities are recorded as class attendance and therefore cannot be made up. **17 points**

TOTAL POSSIBLE POINTS = 100   (100%)

SPECIAL EDUCATION 420: Course Schedule

Session	Topic	Readings Due	Assignments Due
1	**Course Intro** Syllabus; Beginnings; Big Ideas and Key vocabulary Reflection on own experiences		School experiences discussion thread Flipgrid Intro Video
2	**Foundations** History and Intersectionality in Access to Education U 2.2, 2.3 U 6.7, MM 6.3, Ex 6.4	*Ch 1: Antiracism and UDL begin with honor* U: 1.1, 2.2, 2.3, 3.4, 6.1, 6.2 MM 6.3, Ex 6.4 Chapter from *Reading Resistance* (posted on Canvas) U 6.7 MM 6.3, Ex 6.4	History discussion thread by last name and era MM 6.3, Ex 6.4
3 2/8	**Framing disability and diversity** Self-advocacy perspectives Review of eligibility categories and educational implications U 4.2 Ex 1.3, DHH 6.7	Choose 3 self-advocate pieces/blogs on Canvas MM 1.5, MM 3.2, Ex 3.4, DHH 3.8 *Ch 2: The Urban Teacher's Reality* DHH 4.1	Response to self-advocate blogs with educational implications U 4.2
4 2/15	**Inclusive Education: Core Elements** **Introduction to UDL** Analyzing lesson demands – video analysis U 1.1, U 3.1 U: 1.1, 1.4, 3.1, 3.4, 4.4, DHH 3.6, 3.7, 4.1, 6.5	*TASH* Reading *Ch 3: Safety Checks on the UDL Expressway* U 1.4, 2.2, DHH 3.6	
5 2/22	**Collaborating with Families** Parent panel	Choose *three* of the family blogs U: 1.2 DHH 1.3	**Reading Response #1** for weeks 1-5

	U: 1.2, MM 1.5, 2.4, Ex 2.4 DHH 1.3, 6.3 **Teacher as Mandated Reporter** U 6.6, U 6.6		Mandated Reporter Webinar Parent Thank Yous (after class) Sign up for Instructional Plan groups
6	**Multi-Tiered Academic, Social-Emotional, and Behavioral Supports** U 2.1, 2.5, 4.4, MM 2.1, 2.8 Ex 2.5, 2.10, 3.7, 3.8, DHH 1.7 Instructional plan design	*Ch 4: Building the UDL Expressway* U 1.3, 1.4, 3.2, 3.7	**Mandated Reporter Reflection** due U 6.6
7	Addressing Bias and Disproportionality in (Special) Education DHH 4.1 Linguistically Responsive Instruction U 1.6, DHH 1.5, 2.3	One article by last name: *Krezmien, Leone, & Achilles: Suspension, Race, and Disability (A-D) or Connor: Who's Responsible for Racialized Practices in SPED (E-M) or Artiles and Harry: Overrepresentation and Educational Equity (Last names N-Z)*	*In Class: Collaborative work on Instructional Plan: Beginning, middle, and end of lesson* U 1.4, 1.6, 1.7, 2.2, 2., 3.1, 3.4, 3.7, 4.3, 4.4, 4.8, MM 4.2, Ex 4.4, DHH 3.1, 3.2, 3.6, 3.7, 6.5
8	Inquiry and Project-Based Learning for all Students U 1.3, 1.5, 1.7, 4.3, 4.8 MM 4.2, Ex 4.4 DHH 1.6, 3.1, 3.2, 4.3 MM 6.3, Ex 6.4.2	*Ch 5: Engagement as License to Learn* U 1.3	**Student Description** U 1.1

9	**Co-Teaching** Co-Teaching and, Co-planning, and Co-assessing Collaboration with paraprofessionals U 4.6 MM 1.1, 2.1, 2.4, 4.6, 6.1, 6.4 Ex 1.6, 2.5, 4.7 DHH 4.5	*Ch 6: Representation: Honoring by Invitation* U 2.2, 2.3	*In Class: Collaborative work on Instructional Plan: Considering students in your class.* U 1.1, 1.3, 2.5 3.5, 3.6 MM 2.1, 3.1, 3.2 Ex 2.5, 3.2, 3.3, 3.4, DHH 3.5, 4.1, 4.3
10	**Tailoring Instruction through Accommodations, Modifications, and Extensions** U: 1.1, 3.2, 3.3, 3.5, 3.6, 4.1, MM 2.1, 2.2, 2.8, 3.1 Ex 2.5, 2.6, 2.10 3.3, DHH 1.5, 1.7, 3.5, 4.1	*Ch. 7: Action and Expression: Honoring by Releasing*	Low Incidence online activities Ex 1.3 IEP Scavenger Hunt U 4.1 **Video Lesson Observation** MM 2.8. Ex 2.10
11	**Formative and Differentiated Assessment** U 1.8, 5.2, 5.3, 5.5, 5.8 MM 1.4, 5.1 Ex 1.9, 5.2, DHH 5.2	*Ch. 8: Failure as Feedback for Excellence* U 1.8	*In Class: Collaborative work on Instructional Plan: Co-Teaching* MM 2.8. Ex 2.10, DHH 4.5, 4.7 **Reading Response #2** due for weeks 7-11
12		*Ch. 9: Constructing a Universally Designed, Antiracist Classroom* MM 2.8. Ex 2.10, DHH 2.4	
13	**Simpact Co-Teacher Simulation** MM 6.2, U 4.6, 6.1 MM 2.4, 2.8, 4.6, 6.2 Ex 2.4, 2.10, Ex 4.7, 6.3, DHH 4.5, 4.7 **Groups 1, 2, 3:** Need to arrive by 7:10 to Zoom **Groups 4, 5, 6:** Collaborative work on instructional plan via Zoom **Switch at 8:30 pm**	Review Case Study (on Canvas)	*In Class: Collaborative work on Instructional Plan: Differentiated Assessment* U 1.8, 2.5, 3.2, 3.3, 3.4, 5.2, 5.3, 5.5, 5.8 MM 2.1, 5.1, Ex 2.5, 5.2, DHH 1.7, 5.2, 5.4 **Simpact Reflection** due U 6.1, MM 6.2, Ex 6.3

14	**Class Management and Behavior** Addressing behavior and social skills in inclusive setting ==MM 2.7, Ex 2.10== Connecting PBS and MTSS	*PBS in the Inclusive Classroom* M==M 2.7, Ex 2.10==	**Reading Response #3** due for weeks 12-14
15	Class Catch up/Wrap Up Evals	*Chapter 10: Conclusions and Invitations* ==U 6.1==	**Instructional Plan and Reflection** due
FINAL	**Collaborative Final Exam**		

** Please remember that in-class reading checks and activities can be provided at any time and will count toward your attendance/participation grade. Also, per CSUN catalog, it is understood that 1 hour of homework can be provided for each hour of in-class time, so homework may be provided at any time in the semester, even if not on the syllabus. Please make sure you have a class "buddy" to let you know if something was assigned on a day you were late or absent.

** All assignments submitted are due by 11:59 PM on the day they are listed.

The course website can be accessed at: http://canvas.csun.edu/. Your user name and password to access the website are the same as those you use for access to the SOLAR system. ***Most information will be provided via Canvas so please check frequently!*** At times, emails may be sent to students through the Canvas site, so students must check their CSUN email accounts regularly. You will be automatically added to the class when you are registered, and after classes have begun. All assignments will be submitted via different tools on Canvas. Grades and comments will be posted on Canvas and it is your responsibility to monitor your grades and to ask for clarification on comments if needed. Check your assignment descriptions to ensure that you are submitting assignments correctly.

Course Expectations: Westrive to maintain **a climate for all participants in this class that is free of all forms of discrimination and harassment based** upon race, ethnicity, religion, national origin, physical or mental abilities, age, marital status, sexual orientation, gender identity, or status as a U.S. veteran. Any student who has concerns with inappropriate behavior in the course should contact me as soon as possible to correct and enhance the student experience.

Professional Demeanor and Participation: As a student in an education course, you are expected to exhibit the behaviors of a professional educator and student at all times. This includes active and positive participation online and in class, and using respectful language in discussing students and their families. We ask that you do your best to remain actively engaged throughout all synchronous class sessions.

Due to the interactive nature of this course, attendance and participation are critical. Students are asked to notify the instructor in advance of missed classes whenever possible, and are responsible for obtaining any missed notes or handouts from a classmate. Students will be expected to participate in weekly collaborative group interactions, and will be graded (C/NC) on that participation. In-class activities cannot be made up. You will demonstrate that you are participating in this class by BOTH participating in online discussions AND participating in whole class and small group discussion via Zoom. All class Zoom meetings will emphasize interactions among students, and so attendance in these sessions is particularly important. Students who do not attend class typically do not do well in class.

Zoom Protocols: While you are not required to attend Zoom sessions using video, the class policy is that your screen name be visible on your device. If you are using a cell phone, laptop or tablet, be sure to add your name to your device before the beginning of the class. Once you enter the Zoom room, you will be muted. This ensures all members of the class can hear the instructors and any background noise from your location will not be disruptive. It will be important to remain muted until called on by the professor to avoid disruptions during class.

Students with Disabilities:
Students with disabilities must register with the Disability Resources and Educational Services (DRES) and complete a services agreement each semester or the National Center on Deafness (NCOD). Staff will verify the existence of a disability based on the documentation provided and will approve accommodations. More importantly, we strive to make my teaching and course materials as broadly accessible as possible, according to the principles of Universal Design for Learning.We appreciate all honest and respectful feedback from students regarding the accessibility of this course (materials, pedagogy, and ways to demonstrate learning). Please communicate with your instructor in person or via email regarding any accommodations or supports that you know are helpful. We are not only committed to providing equal access as required by federal law, but also are interested in developing strategies for your success in this course.

Academic and Technical Resources:
Oviatt Library for browsing of books, articles, media and additional academic resources.
Learning Resource Center offers tutoring, a writing center, & more.

CSUN Information Technology (IT) for technology support with Canvas and software related issues. Their office is open for calls/chat M-F from 8am-5pm PST.
CSUN's Accessibility Policy for more information on CSUN's goal to ensure that campus communication and information technology is accessible to everyone.

Additional Campus and Community Resources
Campus Facilities
Oasis Wellness Center for a welcoming destination where students can find serenity and relaxation, including meditation, massages, and workshops focused on managing stress.
Klotz Student Health Center offering medical services, including Telehealth appointments.
Student Recreation Center (SRC) for exercise and leisure activity that promotes wellness.
Career Center for career, internship and job resources, resume writing, interview help & more.
USU for a variety of services including lactation space, veterans' resources, and more.
Associated Students providing programs designed to enhance the campus environment.
Financial Aid & Scholarships offers aid for applications.

Additional Resources
CSUN with A HEART for valuable information that will connect you to various resources regarding the basic needs of students in the CSUN campus community.
Food Pantry at CSUN providing food and toiletries for CSUN students in need.
University Counseling Center offering free short term counseling services to students, including individual counseling, crisis intervention, group and workshops, and more.
Pride Center The Pride Center supports lesbian, gay, bisexual, transgender, queer (LGBTQ) and questioning students, faculty and staff through programming and educational outreach to improve the campus climate for LGBTQ individuals as well as advocate for the respect and safety of all members of the campus community.
Office of Equity and Diversity supporting CSUN's commitment to maintaining an environment where no member of the campus community is subjected to any form of prohibited discrimination in any University program or activity.
Help lines (after hours when the University Counseling is closed) for numerous topics/needs including suicide, drug help, rape or sexual assault, other crisis or urgent concerns and more.
Emergency MataCare grants, one-time grants to prevent evictions, urgent childcare issues, etc.
DREAM Center: The EOP DREAM Center addresses the needs of undocumented students, members of mixed-status families, campus faculty and staff.
Veterans Resource Center: The VRC promotes the academic, personal and professional development of student veterans, reservists, members of the National Guard and their dependents through supportive services, resources and community building events.
Housing Instability Project: The goals and objectives behind the Housing Instability Project consists of: Identify and understand housing instability among CSUN students; Identify available resources to prevent housing instability and promote housing stability among CSUN students; Promote CSUN student awareness of and access to local resources that prevent, reduce or

eliminate housing instability; Provide referral and linkage, to prevent, reduce or eliminate housing instability.

SPED 420 Syllabus linking page

Instructions requested that only the "I" will be linked:

Universal	DHH	MMSN	EXSN
TPE1-Universal: 1.1-pg 7 1.2-pg 8 1.3-pg 8 1.4-pg 7 1.5-pg 8 1.6-pg 8 1.7-pg 8 1.8-pg 9	**TPE1-DHH:** 1.3-pg 8 1.5-pg 8 1.6-pg 8 1.7-pg 8	**TPE1-MMSN:** 1.1-pg 9 1.4-pg 9 1.5-pg 7	**TPE1-EXSN:** 1.3-pg 7 1.6-pg 9 1.9-pg 9
TPE2-Universal: 2.1-pg 8 2.2-pg 7 2.3-pg 7 2.5-pg 8	**TPE2-DHH:** 2.3-pg 8 2.4-pg 9	**TPE2- MMSN:** 2.1-pg 8 2.2-pg 9 2.4-pg 8 2.7-pg 10 2.8-pg 8	**TPE2- EXSN:** 2.4-pg 8 2.5-pg 9 2.6-pg 9 2.10-pg 8
TPE3-Universal: 3.1-pg 7 3.2-pg 8 3.3-pg 9 3.4-pg 7 3.5-pg 9 3.6-pg 9 3.7-pg 8	**TPE3-DHH:** 3.1-pg 8 3.2-pg 8 3.5-pg 9 3.6-pg 7 3.7-pg 7 3.8-pg 7	**TPE3- MMSN:** 3.1-pg 9 3.2-pg 7	**TPE3- EXSN:** 3.3-pg 9 3.4-pg 7
TPE4-Universal: 4.1-pg 9 4.2-pg 7 4.3-pg 8 4.4-pg 7 4.6-pg 9 4.8-pg 8	**TPE4-DHH:** 4.1-pg 7 4.3-pg 8 4.5-pg 9	**TPE4- MMSN:** 4.2-pg 8 4.6-pg 9	**TPE4- EXSN:** 4.4-pg 8 4.7-pg 9
TPE5-Universal: 5.2-pg 9 5.3-pg 9 5.5-pg 9 5.8-pg 9	**TPE5-DHH:** 5.2-pg 9	**TPE5- MMSN:** 5.1-pg 9	**TPE5- EXSN:** 5.2-pg 9
TPE6-Universal: 6.1-pg 7 6.2-pg	**TPE6-DHH:** 6.3-pg 8 6.5-pg 7 6.7-pg 7	**TPE6- MMSN:** 6.1-pg 9 6.3-pg 7	**TPE6- EXSN:** 6.4-pg 7