



Education 244, Section Z: Including Students with Disabilities

Fall 2010

Class Meeting Times: Tuesdays from 6:30-9:30 p.m.

Classroom: Main Campus, Priscilla P. Hurd Academic Complex, Room 330

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Hours: Tuesdays 9:00-10:00 a.m.
Wednesdays 10:00 a.m.-12:00 p.m.
Thursdays 9:00-10:00 a.m.

The above office hours will also be posted on my office door in PPHAC 318.

Course Overview

This course is designed to familiarize students with current issues regarding special education services as they relate to students with disabilities, their families, and general education, the social model of disability, a historical perspective of special education services, special education laws and regulations at the federal and state levels, federal and state definitions, inclusionary practices, and researched-based methodologies.

Course Goals/Learning Outcomes

- Students will describe and explain the components of disability culture, the social model of disability, and the diagnostic categories with which students with disabilities are often labeled.
- Students will explain the legal and ethical obligations which general educators assume when teaching students with disabilities.
- Students will demonstrate their familiarity with the pre-referral, referral, IEP, and 504 Plan processes as measured by their writing and in-class discussions.
- Students will utilize teaching strategies designed both to serve students with and without specific disabilities when presenting to their colleagues in class.
- Students will identify and explain recognized exceptionalities, referral procedures, identification criteria, and delivery formats.
- Students will identify issues pertaining to current trends, researched-based methodologies, and inclusionary practices as they relate to general education and special education.
- Students will demonstrate their understanding of special education issues in their written work and by active participation in class discussions and activities.

PDE Competencies

The Pennsylvania Department of Education lays out sets of competencies that all education students must meet, including competencies to teach in PreK-12 settings and specifically to teach students with disabilities and English language learners.

CANDIDATE COMPETENCIES from the PDE Framework for Grades Pre K-4, 4-8, 7-12 Program Guidelines as well as program guidelines designed for meeting the needs of English language learners and learners with disabilities (Note: EC refers to competencies listed in the PreK-4 framework. ML refers to competencies in the 4-8 framework. ACC refers to competencies for accommodating/adapting for students with disabilities. ELL refers to PDE guidelines for teaching English language learners.)

STUDENTS ARE EXPECTED TO:

- have a knowledge of PreK-4 educational foundation in theory and policy in work with children (EC I. B1)
- develop concepts of culture (EC II. D1)
- recognize the central role that families play in the development of children with and without disabilities (EC IV. A1)
- recognize impact of children with disabilities on family systems and concerns of families with exceptional learning needs (EC IV. A3)
- know legal rights of families including laws related to family and student confidentiality (EC IV. A3)
- recognize variations in beliefs, traditions, and values related to children and learning across and within cultures including child rearing practices, parent/child interaction styles and discipline (EC IV. A4)
- recognize impact of differences in values, languages, poverty, socioeconomics and customs that can exist between the home and school (EC IV. A5)
- identify the impact of culture on one's own beliefs, values and behaviors (EC IV. A5)
- develop and sustain partnerships with families via respectful, ongoing, meaningful communication with family members (EC IV. B1)
- recognize when to involve families in the policy decisions of a program (EC IV. B2)
- recognize how to provide families with meaningful opportunities to be involved throughout their child's education including effective conferencing with families (EC IV. B3)
- strategies for keeping families informed of children's progress including working with linguistic and cultural interpreters for culturally and linguistically diverse families (EC IV. B4)
- develop skills to provide information about community resources, parenting education, and child development to families (EC IV. B5)
- develop awareness of community resources useful to families of children with and without disabilities (EC IV. B6)
- create positive social contexts for learning (EC V. A1)
- identify how the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society (ML, I. B4)
- legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed (ACC I.)
- demonstrate understanding of the legal rights and responsibilities of the teacher for special educational referral and evaluation and the rights and procedural safeguards that students are guaranteed. (ACC I. A2)
- demonstrate an understanding of possible causes and implications of over-representation of minorities in special education so as not to misinterpret behaviors that represent cultural, linguistic differences as indicative of learning problems. (ACC I. A3)

- demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education (ACC I. E5)
- demonstrate sensitivity towards multicultural and economic perspectives in order to encourage parent participation (ACC I. E6)
- demonstrate an understanding of how to support student and family communication and meaningful participation in the student's educational program (ACC I. E7)
- work collaboratively with all members of the student's instructional team including parents and agency personnel (ACC I. E8)
- demonstrate knowledge of language systems, structures, functions, and variation (ELL I. A1)
- identify socio-cultural characteristics of ELLs including educational background and demographics. (ELL I. B1)
- describe how ELLs' cultural communication styles and learning styles affect the learning process (ELL I. B2)
- describe how ELLs' cultural values affect their academic achievement and language development (ELL I. B3)
- identify bias in instruction, materials and assessments (ELL I. B4)
- demonstrate cross-cultural competence in interactions with colleagues: administrators, school and community specialists, students and their families (ELL I. B5)
- observe culturally and/or linguistically diverse instructional settings (ELL I. B6)
- describe the legal responsibilities related to serving ELLs (ELL II. C1)

Required Textbooks

- Byrnes, M. (Ed.). (2009). Taking sides: Clashing views in special education (4th ed). New York: McGraw-Hill.
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2011). Teaching students who are exceptional, diverse, and at risk in the general education classroom (5th ed). Boston: Pearson.

Attendance and Class Participation Policy

Group discussion and other collaborative, in-class activities constitute a significant part of this course. Because such activities are done only in class, student attendance is required. Poor attendance will negatively affect students' grades. A limited number of excused absences will be granted to students who notify the instructor before class that they will be absent and do one of the following:

- Bring the instructor a doctor's note verifying an illness for the evening of the missed class
- Notify the instructor of a serious illness or death in the immediate family
- Notify the instructor of a religious holiday that conflicts with the class date and time
- Notify the instructor of a school-related activity that takes the student away from campus during the class meeting time

Attendance means that the student is present in PPHAC 330 from 6:30-9:30 p.m. on Tuesdays. The use of cell phones and other electronic devices during class will result in an absence being recorded for that evening. Laptops may be used only for class work. Students are expected to remain alert during class and are asked to refrain from engaging in off-topic discussion with their peers except during break times.

Day students who have disabilities are encouraged to register with Joe Kempfer in the Learning Services Office at 610-861-1510 or via email at jkempfer@moravian.edu. CGS students with disabilities should register with Donna Smith in the Comenius center at 610-861-1384 or via email at

medgs01@moravian.edu. Please also notify the instructor of your needs at 610-625-7015 or cgilson@moravian.edu.

Assignments

All assignments for this course should reflect the following criteria.

1. The assignment must represent your original work. I encourage you to reread Moravian College's academic honesty policy in the Student Handbook located at <http://www.moravian.edu/studentLife/handbook/Handbook08.pdf>. The academic honesty policy will be followed in this course. Whenever you quote someone else or use an idea they came up with, you must cite their work properly to avoid plagiarism.
2. All assignments will be turned in by uploading them to the server whose path is given below. Assignment templates have been provided for you. Should you choose not to use the provided templates, your assignments must follow the below criteria in terms of assignment filenames and formatting/labeling of assignments. Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Carefully edit all assignments for content, grammar, and proper spelling. Follow this convention in preparing your assignments. At the top of the file write:
 - a. class name
 - b. assignment name
 - c. your name
 - d. date turned in
3. Because all assignments will be uploaded to a server, rather than being turned in on hardcopy, the filename you use for your assignment is critically important. Use this convention in naming your files. Refer back to your syllabus to see how to name each assignment turned in. The proper naming convention will be written in parenthesis after the title of the assignment in the assignment description section of this syllabus. After the proper assignment name, use an underscore (_) then, write your last name. For the Architectural Accessibility Assignment, my file would be named AAA_Gilson.doc.
4. Double space your assignment and use 12-point. Rather than manually using italics, bold, or underlining to title the various sections of your paper, use the heading levels within Word.
5. Upload your assignment to the server before the class date and time when it is due. Never delete your assignments from your personal computer, memory devices, or file storage until your final grade for the course has been given in December. Here is the path to the server: Students\\X:\courses\2010Fall\educ244b\[your last name]. You should see a folder name matching your last name.

Mac users

- Use the 'Go' menu and select 'Connect to Server'.
- In the 'Server Address' field, type 'smb://pawm/students' (no quotes) and click on the 'plus' sign button to add it to your 'Favorite Servers'.
- Click the 'Connect' button. You will be prompted for your network credentials.
- Connect as a 'Registered User', using your network account in the form of 'Moravian/stabc01' and password.

- Click the 'Connect' button.
- A new window will open, listing alphabetical letters and 'Courses' folder.
- Open the 'Courses' folder, '2010Fall' folder, and the folder named after your course.
- You should see a folder name matching your last name.

Windows PC users

- Open Windows Explorer and navigate to: Students\\X:\courses\2010Fall\educ244b\[your last name]
- Important Note: If you are copying files from your personal folder on the 'Students' share to your course folder, remember to use COPY and not MOVE. COPY will keep the original file in your personal folder, and COPY the file to the course folder.
- COPY will keep the network security permissions of the destination folder (courses folder). [To copy in Windows – highlight the file, right click on it and drag it to its destination folder]
- MOVE will move the file out of your personal folder and into the course folder. MOVE carries the original network security settings with it to the destination (courses folder) so your instructor will NOT be able to view the document.
- If you would like to upload your assignments from off campus, you may do so using a free FTP client such as WS-FTP or CuteFTP. You can find more information about FTP'ing in AMOS under Administrative Services, Center for Information Technology, network resources, FTP Instructions. If you plan on uploading from on campus, you will be able to view the student drive (x:) once you log into the network.

FTP settings are as follows

Host: <ftp.moravian.edu>

Username: Moravian/[YOUR STUDENT ACCOUNT]

Directory: /stfiles or /stfiles/courses

5. Logical structure, well-organized prose, proper grammar usage, and correct spelling are expected in all assignments. Note that in accord with English writing conventions, a paragraph must consist of at least three sentences. Any student who is concerned about the content of her/his assignment may visit the instructor during office hours to receive preliminary feedback before the assignment due date.

Assignment Descriptions

In-Class Debate (icd)

The purpose of this assignment is for you to thoroughly familiarize yourself with the Byrnes readings for a given week and to facilitate an in-class debate about those issues. For this assignment you will prepare:

1. A spoken and PowerPoint summary of both the affirmative and negative articles within the reading assignment for the week to be presented in class. In order to explain the debate thoroughly as a reminder to your classmates, include in your presentation:
 - a. The names of the authors of the articles
 - b. The titles of the articles
 - c. A clear explanation of both sides of the debate
 - d. Three justifications the authors use to bolster their arguments (Therefore, there should be a total of six arguments, since there are at least two sides to each debate.)

2. Upload your PowerPoint to the server at least 30 minutes before the class period during which you will present.
3. Determine a way to split up the class so that all of your colleagues are engaged in a debate of the issue. You may divide the class up into two groups. Or, you may assign selected class members various roles (e.g., time keeper, task master, etc.)
4. The class is to debate your issue for approximately 10-15 minutes. Ensure that no person dominates the discussion, preventing others from having their say. If the debate lags, it is your responsibility to bring up new points to keep the class engaged.
5. You will be graded on your familiarity with the issues assigned to you. Your handout and PowerPoints' clarity, thoroughness, structure and organization, and mechanics will be assessed as well. Finally, your ability to facilitate a debate within the class will be evaluated.

In-Class Debate Assessment Checklist

Component	Total Points	Points Earned
thorough, clear, well-prepared and presented PPT	3	
your familiarity with and ability to explain the issue you presented	3	
competently-facilitated debate	3	
grammar and spelling of written products for assignment were professional	1	
total points	10	

Family Member of a Child/Adult with a Disability Interview (FmI)

You will interview a family member of a child or adult with a disability. The family member you interview must have lived with the person with a disability for more than a year and know the person with a disability very well. If you are not sure whether a condition counts as a disability, refer to your Vaughn et al. textbook to see if the disability is listed there. You will schedule a face-to-face interview with that family member which lasts at least 30 minutes. Email and phone interviews are not permitted.

You will prepare a list of at least ten questions ahead of time to ask your interviewee. Two weeks before the interview will take place, submit to the instructor a description of the person you will interview, when and where the interview will take place, a plan for how you will take notes during the interview, and your list of at least ten questions.

The products of the interview assignment are as follows:

1. a paragraph and the list of ten or more questions you would like to ask of your interviewee submitted to the instructor two weeks before your interview The paragraph should contain sentences that describe:
 - a. the person's first name
 - b. the date, time, and location in which the interview will take place
 - c. a description of your relationship to the family member, if any
 - d. a description of how you contacted the family member
 - e. your plan for taking notes during the interview

2. After the interview, write a four or more page paper that contains the following components:
 - a. pre-interview information
 - Copy and paste the paragraph from your pre-interview assignment described above.
 - b. a profile of the interviewee including
 - a paragraph with a description of the family member's relationship to the person with the disability (e.g. role, frequency, and intensity of contact)
 - several examples of the kind of language the family member used to describe their family member with a disability during your interview
 - c. a profile of the Person with a Disability including
 - diagnosis and prognosis
 - a description of the way the interviewee found out about the family member's disability
 - d. Questions and Responses

List verbatim the set of ten questions you posed to the family member you interviewed. After each question give their answer(s) to the questions. You may quote them directly or carefully summarize their answers. You must write in complete sentences.
 - e. Pros and cons
 - Describe any positive aspects of having a family member with a disability your interviewee identified.
 - Describe any negative aspects of having a family member with a disability your interviewee identified.
 - f. Reflection

Include a reflection paragraph with the following topics:

 - Your reaction to the interview including any surprises you encountered
 - List at least three realizations or new concepts you learned as a result of this interview.
 - When you think back on the interview you just completed, what, if anything, made you a little uncomfortable? What things can be done to increase your comfort level? Your instructor is looking for depth here and will appreciate honest reflection. No answer will be considered wrong or inappropriate.
 - How might this interview assignment help you in your future teaching/working with persons with disabilities and their families?

Family Member of a Person with a Disability Interview Assessment Checklist

Component	Points	Points Earned
10 questions and paragraph submitted 2 weeks before interview	1	
clear, well-organized introductory paragraph with all components asked for in syllabus	1	
10 interview questions; 10 clear and thorough answers	5	

summary/in-depth reflection paragraphs containing all components asked for in syllabus	2	
organization, proper disability language, free of grammar and spelling errors	1	
total points	10	

Disability Simulation Assignment (dsa)

The purpose of this assignment is for you to learn about some of the less pleasant aspects of having a disability. As has been stated in class, the experience you will likely have when simulating a disability differs markedly from the day-to-day experience people who have disabilities and have gone through rehabilitation experience, in that they usually lead relatively happy and fulfilling lives. To complete this assignment you will select a partner from the class. You will select a disability to assume from the list below.

- Dominant hand impairment
- Hard of hearing
- Low vision
- Mobility impairment (crutches user)
- Mobility impairment (wheelchair user)
- Total blindness

You will assume the disability for 30 minutes. You will engage in typical activities such as exercising, socializing with friends or family, shopping, or eating. You will note the ways in which the simulated disability affects the task(s) you complete during that 30 minutes. Your partner will observe how others treat you and will help you only if you are encountering danger. Your partner will also note your facial expressions and comments that indicate your feelings during the simulation. Then, you will switch roles and repeat the above process. Thus, you will be both the observer and the person with the simulated disability.

Submit a three-or-more-page essay that answers the following questions as the product of your assignment.

1. Which disability did you assume? How did you “impair” yourself during this exercise?
2. Where were you when you assumed the disability? Describe the setting, amount and type of people around you, other events taking place in the setting, etc.
3. Relate the tasks you completed while simulating the disability.
4. Describe your feelings and thoughts as you assumed the disability.
5. Describe any difficulties you encountered in completing the task(s).
6. How did you work through the difficulties?
7. As you look back on the disability simulation, what strikes you most about being disabled?
8. As you look back on the disability simulation, what strikes you most about watching your partner be disabled?
9. When you watched your partner be disabled, what comments or facial expressions did you notice the partner exhibiting?
10. Speculate on what prompted the facial expressions and comments you observed in your partner with a disability.

Disability Simulation Assignment Assessment Checklist

Component	# of Points	Points Earned
disability assumed described fully and appropriately	1	
tasks completed and surrounding environment described fully	2	
feelings when assuming disability identified and analyzed	2	
difficulties encountered and solutions explained	1	
reflection about own disability exhibits critical thinking	2	
reflection about partner's disability demonstrates critical thinking	2	
total points	10	

Architectural Accessibility Assignment (aaa)

The purpose of this assignment is for you to gain hands-on experience in accessibility for people with disabilities. Browse to the U.S. Department of Justice's website at <http://www.ada.gov/checktxt.htm> to download The Americans with Disabilities Act Accessibility Guidelines. Print out these guidelines and visit a local venue of your choosing. Examples of venues include, but are not limited to, campus buildings, restaurants, bars, stores, schools, playgrounds, libraries, and exercise facilities. Should you wish to assess a venue other than the ones listed here, consult your instructor. Analyze the venue for physical barriers to accessibility for people with disabilities based on the accessibility guidelines. You need not complete the entire checklist. However, you must locate at least three accessible features of the venue and three inaccessible features, according to the ADAAG. Prepare a written report of your findings including the following:

- Information about the venue you investigated
 - List the name, full mailing address, phone number, and website of the venue you surveyed for physical access.
 - Provide the name(s) and professional title(s) of the venue representative(s) who accompanied you, if any.
- List three accessibility features that were present in the venue you surveyed.
- List three barriers to access you discovered at the venue you surveyed.
- Describe how you communicated your findings to the venue representative(s).
- As you think back on what you discovered in terms of accessibility in the venue you surveyed, what stands out in your mind most? Explain thoroughly.
- Appendix A: Materials and Data of your survey

Hand your instructor the hardcopy ADAAG printout you used during your accessibility survey. The instructor will evaluate the extent of your hand-written notes you took about your venue of choice.

Architectural Accessibility Assignment Assessment Checklist

Component	Total Points	Points Earned
name and contact information for venue provided	1	
3 accessible features identified and explained	3	
3 inaccessible features identified and explained	3	
personal reaction to discoveries made is thorough and demonstrates analytical thinking	2	

checklist printout with hand-written notes is provided	1	
total points	10	

Capstone Project (cp)

The purpose of this assignment is to provide you the opportunity to reflect back upon what you have learned as a result of engaging in the required readings, class discussion and activities, and course assignments in Education 244 over the past semester. The two strands of teacher preparation related to students with disabilities, instructional strategies and the examination of belief systems, explored during the semester will form the bases of this assignment.

1. Your task is to select one of the demonstration formats below or to propose one not listed.
 - a. traditional written paper (7-10 pages in length; five academic sources other than the textbook or encyclopedias)
 - b. universally-designed multimedia presentation with class handout (10 minutes in length)
 - c. universally-designed original mini play, poem, song, or other creative work (10 minutes in length)
 - d. universally-designed original board, computer, or sports game (10 minutes in duration)
2. Through the demonstration product you have selected from above or proposed to your instructor, carefully and thoroughly address each of the following questions.
 - a. How have I grown as a pre-service teacher as a result of taking Education 244? If you feel you have not grown, describe your current understanding.
 - b. What areas of including students with disabilities in your classes do you still want to know more about? How do you intend to continue your own development in these areas as a teacher? Include five specific sources for furthering your research. Prioritize the research you intend to do.
 - c. Identify an instructional strategy covered during the semester that you find particularly useful for your own classroom. Explain why it is particularly useful. Suggest which type of student it is designed for. Through the writing of a learning objective for all of your students, demonstrate the implementation of the instructional strategy for a student with a disability in your class. How will you assess this student with a disability's learning

Capstone Project Assessment Checklist

This assignment is worth a total of 15 points.

Component	# of Points	Points Earned
proposal demonstrated detailed/critical thinking	2	
criteria outlined for medium proposed were met in final project	2	
ways thinking has changed related to teaching students with disabilities articulated or unchanged position articulated in depth	7	
further areas of research explained thoroughly/sources for research listed	3	
instructional strategy identified	2	
grasp of the use of instructional strategy is developed	3	
appropriate disability language, grammar, and source citation are present	1	
total points	20	

Final Reflection Assignment (fra)

The purpose of this assignment is to encourage you to reflect back upon the course this semester in terms of your thinking related to teaching students with disabilities. Thoughtfully answer the following questions in an essay of at least two paragraphs in length.

1. During the semester you were asked to participate in the following activities and assignments:
 - Video on including students with disabilities shown in class
 - Guest speakers
 - Family Member of Child or Adult with a Disability Interview
 - Disability Simulation Assignment
 - Architectural Accessibility Assignment

For purposes of this question, you may create a numbered list of three items. Select the three activities/assignments from this course that most impacted the way you think about teaching students with disabilities. Number the most impactful activity/assignment as 1, the second as 2, and the third as 3.

2. Write a paragraph comparing your **current ability and confidence** in teaching students with disabilities, as compared to when the semester began. Be as specific as possible.
3. Write a paragraph comparing your **current beliefs and thoughts** about inclusion in all parts of life, as compared to when the semester began. Be as concrete as possible.

Final Reflection Assignment Assessment Checklist

Component	Total Points	Points Earned
question A answered	1	
question B answered	2	
question C answered	2	
total points	5	

Reading Reflections (rr)

The purpose of these exercises is to encourage you to reflect upon the readings assigned each week for class. Reading Reflections will be due at 5:00 p.m. every Tuesday except the first week of class. Therefore, you will be expected to turn in a total of twelve reflections. Reflections turned in late will receive no credit. Before 5:00 p.m. on each Tuesday that a Reading Reflection is due, you are to add to your RR template file the following.

1. Three (3) quotes from any of the readings due for that week's class.
2. Under each quote write a one-paragraph reflection on the quote that explains what that quote meant to you. You might react by stating whether you agree or disagree with the quote. Or, you might identify parts of the quote you find confusing or perplexing. Alternatively, you might offer some observations about the appropriateness of the quote for the audience for which it is intended. The purpose of the three reflection paragraphs you will write per week is to demonstrate to the instructor that you have thought seriously about the content of your reading assignments. In line with English writing conventions, paragraphs must contain at least three sentences.

Reading Reflection Assessment Checklist

Reading Reflection #	Amount Earned	Comments
RR1		
RR2		
RR3		
RR4		
RR5		
RR6		
RR7		
RR8		
RR9		
RR10		
RR11		
RR12		
total points		

Quick Writes

The purpose of these assignments is to give you a chance in class to put down on paper the content and instructional strategies you have learned as a result of your assigned readings, class discussion, and group work. Your instructor will direct you as to the requirements for each assignment on the day it is given. The instructor reserves the right to change the days on which Quick Writes will take place.

Quick Write Assessment Checklist

Note: Students will receive either an x (representing a checkmark) or a 0 for each assignment. Checkmarks will be given for students whose quick writes are satisfactory. Zeros will be given for either work that is not satisfactory or for students who did not turn in Quick Writes. In addition to the dates specified below, other Quick Writes will be administered at random during the semester.

Date
September 2
September 9
September 14
September 21
September 28
October 19
October 26
November 2
November 11
November 18
December 7

Professionalism

As teachers, we are expected to behave in a professional manner at all times while in our respective work settings. In Education 244, Section B, your professionalism will be assessed using the following criteria.

1. Class Participation

A portion of the students' grade will be used to assess the quality of class participation. Students who consistently and respectfully contribute to class discussions will receive full credit for in-class participation.

2. Respect for Others

Respectful interactions with others are essential. Being kind to other students who share their opinions during class, even if you do not agree with them, is expected. When discussing grades for individual assignments with the instructor, remaining respectful is appreciated.

3. Class Attendance

Just as you will be expected to be on time and to stay until the day is over when teaching, you are expected to be in this class on time and to remain until class is over.

4. Students who turn in work after the due date of any assignment are expected to communicate with the instructor as soon as they know their assignment is to be late. Students are to notify the instructor of when they will turn in their assignment. The instructor reserves the right to change the date by which late work must be turned in in order for students to receive partial credit.

Five percent of the overall grade in this course comprises a professionalism assessment. Because professional teachers are expected to turn in work on time, students in this course will meet a similar expectation. When work is turned in late, the professionalism grade will be reduced by an amount to be determined by the instructor.

Professionalism Assessment Checklist

Component	Total Points	Points Earned
class participation	1.5	
professional interaction with classmates, guest speakers, and instructor	1.5	
Quick-Writes	2	
total points	5	

Assignment Point Distributions

Assignment	# of Points
In-Class Debate	10
Family Member of Child with a Disability Interview	10
Disability Simulation Assignment	10
Architectural Accessibility Assignment	10
Final Reflection Assignment	5
Capstone Project	20
Quick Writes	15
Reading Reflections	10
professionalism/participation	10

Grading Scale

The total number of points a student can earn in the class is 100. The instructor reserves the right to use qualitative judgment when making determinations of grades for assignments and the final course grade.

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
0-59	F

Class Schedule

Class Date	Topic	Readings Due	Assignment/Assessment	PDE Competencies Addressed
August 31	Introductions; Legislation, Educational Referral, and Placement	Syllabus; VB&S Chap. 1	none	EC I. B1; EC IV. A3; ACC I.; ACC I. A2
September 7	Response to Intervention; Inclusive Schooling	VB&S Chap. 2; B Issue 14 pp. 293-310	Reading Reflection 1; Family Member Interview questions and introductory paragraph; instructor-modeled debate	EC I. B1; ML I. B4
September 14	Collaboration with Other Professionals and Families; RTI Implementation	VB&S Chap. 3; B Issue 7 pp. 134-158	Reading Reflection 2; Debate 7	EC IV. A1; EC IV. A3; EC IV. B2; EC IV. B3; EC IV. B4; EC IV. B5; ML I. B4; ACC I. E5; ACC I. E7; ACC I. E8; ELL I. B5
September 21	Cultural and Linguistic Diversity	VB&S Chap. 4; B Issue 3 pp. 38-69	Debate 3; Reading Reflection 3; Family Member Interview	EC II. EC IV, D1; EC IV. A3, A4, A5; ACC I. E6; ELL I. A1; ELL I. B1; ELL I. B2; ELL I. B3; ELL I. B4; ELL I. B5; ELL I.

				B6; ELL II. C1
September 28	Managing Student Behavior and Promoting Social Acceptance; Discipline and Special Education	VB&S Chap. 5; B Issue 4 PP. 70-90	Reading Reflection 4; Debate 4	EC V. A1
October 5	Guest Speaker: Joseph Kempfer; Group Presentations; RTI and Learning Disabilities; School Choice and Special Education; Midterm Course Evaluations	VB&S Chap. 12, 13, or 16; B Issue 16 pp. 330-348; B Issue 5 PP. 91-103	Reading Reflection 5; Debate 16; Debate 5	
October 12	Fall Break; no class	none	none	
October 19	Learning Disabilities and Diagnosis	VB&S Chap. 6; B Issue 15 pp. 312-329	Quick Write; Reading Reflection 6; Debate 15	
October 26	Attention Deficit Hyper Activity Disorder and Treatment	VB&S Chap. 6; B Issue 17 pp. 349-372	Quick Write; Disability Simulation Assignment; Reading Reflection 7; Debate 17	
November 2	Communication Disorders; NCLB and Special Education	VB&S Chap. 7; B Issue 8 pp. 159-178	Reading Reflection 8; Debate 8	
November 9	Guest speaker: Robbie Graves; Emotional and Behavior Disorders; The Mental Health of Children	VB&S Chap. 8; B Issue 19 pp. 396-411	Architectural Accessibility Assignment; Quick Write; Reading Reflection 9; Debate 19	EC IV. B6
November 16	Guest speaker: Miriam Ludwig; Autism Spectrum and Pervasive Developmental Disorders and Treatment	VB&S Chap. 9; B Issue 18 pp. 373-395	Capstone Proposal; Quick Write; Reading Reflection 10; Debate 18	EC IV. B6
November 23	Guest Speaker: Edith and Wendy Novak; Intellectual Disabilities	VB&S Chap. 10; B Issue 11 pp. 223-239	Reading Reflection 11; Debate 11	
November 30	Guest Speaker: Debbie Rozear, Donna Hendrickx, and Tony Swartz; Sensory and	VB&S Chap 11; B Issue 13 pp. 269-292	Reading Reflection 12; Capstone Project; Debate 13	

	Physical Disabilities and Other Health Impairments; Models of Special Education			
December 7	Assessment and Differentiated Instruction	VB&S Chap. 15; B Issue 12 pp. 250-268	Quick Write; Debate 12; Final Reflection Assignment	EC IV. A5; ML I. B4; ACC I. A3; ELL I. B1; ELL I. B3; ELL I. B4