



EDUCATION 244, SECTION Z: INCLUDING STUDENTS WITH DISABILITIES Fall 2011

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: Tuesday 9:00-10:00 a.m. and 5:00-6:00 p.m.
Thursday 9:00-10:00 a.m.
Friday 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 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 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 identify issues pertaining to current trends, researched-based methodologies, and inclusionary practices as they relate to general education and special education.

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.). (2010). *Taking sides: Clashing views in special education (5th ed)*. New York, NY: McGraw-Hill/Dushkin. (ISBN: 978-0078050039)
- Vaughn, S., Bos, C. S., & Schumm, J. S. (2010). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (5th ed)*. Boston, MA: Prentice Hall PTR. (ISBN: 9780131381254)
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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 impact 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 day of the missed class.
- Ask the Health Center to email the instructor to verify that you went there to seek medical assistance.
- Notify the instructor of a serious illness or death in the immediate family. (The instructor will require an obituary or a note from a doctor.)
- 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. (This will require verification from the trip sponsor by email.)

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 day. 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.

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; you are expected to use them. Compose your assignment in a word processor such as Microsoft Word or Word Perfect. Carefully edit all assignments for content, grammar, and proper spelling.
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 Capstone Assignment, my file would be named CA_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\2011Fall\educ244z\work\[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://pawn/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, '2011Fall' 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\2011Fall\educ244z\work\[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

6. 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 (10 points; 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.)

Upload your PowerPoint to the server at least 30 minutes before the class period during which you will present.

2. Provide a handout of the main points of your debate for your classmates. The handout should contain
 - a. your name
 - b. the debate title in the Byrnes text
 - c. at least three of the arguments for each side of the debate.

Upload your handout to the server at least 30 minutes before the class during which you will debate. Provide hardcopy handouts for all of your classmates.

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. You are also to ensure that all students verbally participate in the debate.
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. Most importantly, your ability to facilitate a debate within the class will be evaluated.

In-Class Debate Assessment Checklist

Component	# of 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	4	
total points	10	

Instruction Presentation (15 points; IP)

The purpose of this presentation is for you to study instruction for students with disabilities in a discipline closely related to your certification area. A secondary purpose is for you to manage your time effectively as the teacher in front of the class.

You will partner with those in class closely related to your certification area. Groups may have no more than three persons. You will either choose one of the chapters listed below from the Vaughn text

- Chapter 12
- Chapter 13
- Chapter 14
- Chapter 15
- or Chapter 16

or you will select and research a certification area not covered in the Vaughn text. Examples of areas not covered include, but are not limited to,

- music
- art
- psychology (e.g., career counseling)
- and foreign languages.

You will prepare the following as assignment products:

1. a 1,500-word or more handout for your classmates. This handout should have been prepared in Microsoft Word. Upload a copy of the handout to the server at least 30 minutes before class. Copy enough handouts for all of your classmates. Proofread and spell-check your handout for professional English usage.

The handout must contain

- the name of the certification area you are presenting about
- the chapter number and name from the Vaughn text (if any)
- Include a list of at least five instructional strategies you can use specifically for students with disabilities in your certification area. These can be drawn from the Vaughn text or from any other academic source.
- List at least 10 websites your peers can access for further information. Provide a one-sentence summary of each website that describes the contents of the website.
- List at least three refereed journal articles related to the instructional strategies you presented about. Provide full citations for each academic article, and briefly summarize the articles without plagiarizing.

2. a PowerPoint presentation including:

- an introduction of yourself
- identification of your certification area
- a description of the media clip or photographs you located
- a justification for why you chose this media presentation

The main purpose of the PowerPoint presentation is to present visual media related to the instructional strategies you are presenting about. Pictures or videos of students with disabilities engaged in learning are preferable. Each picture or video scene must contain a descriptive caption that outlines the who, what, when, where, and how of the picture shown. The media portion of the PowerPoint should last no longer than three minutes.

After the media clip has been shown, your task is to engage your peers in a critique of the teaching methods shown in the clip.

- Describe what the teachers did well.
- Describe what the teachers could improve on.
- Make any relevant observations about student learning during the clip.
- Ask your peers what their impressions of the clip were.

Practice the PowerPoint ahead of time to ensure that the technology in the room works with your file. Avoid lingering on the introduction or the media clip if that means you rush through the critique and question and answer portions. Your total PowerPoint presentation should be no longer than 10 minutes

Instructional Presentation Assessment Checklist

Component	# of Points	Points Earned
handout contains all elements asked for in the syllabus and is professionally prepared	5	

PowerPoint presentation is polished, visual media and descriptions are well-done and related to the assignment, and the presentation stays within the specified time limit	5	
tie between certification area and instructional strategies is strong	2	
presenter knowledge is comprehensive, presentation is engaging, and presenter projects confidence	3	
total points	15	

Disability Investigation and Contact Portfolio (15 points; DP)

The purpose of this assignment is for you to delve into a specific disability that interests you. You will investigate the disability, contact a person having direct interaction with the disability you've chosen to learn more about, and prepare a portfolio of at least 2,500 words of your findings for your instructor. There is considerable flexibility in this assignment in terms of how you accomplish the three sections outlined below. Should you have an idea that would demonstrate similar competencies but is not written here, email your instructor to discuss your idea.

1. Investigation

In this portion of the assignment, you will conduct informal research on a type of disability. For lists of disabilities that would be appropriate, consult your Vaughn text. You will select a method for conducting your research. Some examples are:

- watching a movie of at least 1.5 hours in length that directly relates to disability

In order to receive credit on this portion of the assignment, you will need to demonstrate to the instructor that you watched the whole movie. Ensure that your analysis covers much more than what is included in the trailer. As you watch the movie, pay particular attention to the following movie features and support your claims by providing explicit examples from the movie:

- a. how disability is portrayed in filming techniques, language used, and character development
- b. how the plot influences, and is influenced by, disability
- c. whether disability is portrayed realistically in the movie
- d. whether the way disability is characterized changes during the movie or not

- reading a biographical book or novel of at least 150 pages that directly relates to disability

In order to receive credit on this portion of the assignment, you will need to demonstrate to the instructor that you read the entire book. To that end, your analysis of the book must include explicit examples and quotes from the book that support your analysis. Address each of the following points.

- a. the role that disability plays in the book
- b. which character(s) have, or are connected with, disability
- c. what symbolism, if any, is used to shape the reader's views of disability
- d. the links between the plot and disability
- e. whether you think disability was portrayed appropriately or not

- investigating a sports, literary, or musical figure who has a disability and excels at her/his craft

For this option, you must provide an annotated list of five websites, cite at least three academic sources, and provide at least five pictures of this person. The pictures must be accompanied by textual descriptions of the pictures describing the who, what, when, where, and how of the scenes depicted. Demonstrate your own analysis of the figure you have chosen to investigate by addressing each of the following:

- a. Describe who the figure is in terms of their contribution to their field and their disability.
- b. Explain how “public” the person is about her/his disability. Is it a part of his/her public image? Was the disability disclosed before or after fame was achieved?
- c. Examine how the media handles the person’s disability. For example, do the media ignore the disability or accentuate the disability?
- d. Explore what meaning you make of the person excelling in their field of choice and having a disability.

2. Disability Contact

Once you have educated yourself about the disability of your choice, you will research local resources for people with that disability. These might include:

- educators who specialize in teaching students with the disability
- social service agencies which serve people with the disability
- support groups for people with the disability
- people with the disability
- family members of people with the disability

You will interview the person you have identified to learn more about the disability you have selected. Interviews must take place face-to-face and last at least 15 minutes. Carefully prepare a list of five questions to ask your interviewee. Avoid yes/no or double-barreled questions. Plan how you will take notes and/or record your interview. During your interview, obtain the following information:

- a. the person or agency’s connection to disability (relationship, length of time, depth of connection)
- b. further information about the disability that you would like to know (e.g., information about the disability itself, how people with that disability are integrated into education and adult societies, perspectives that differ from the investigation you conducted earlier)
- c. any controversies about the disability you are investigating

3. Portfolio

The portfolio will serve as a means of combining and synthesizing the information you gathered when conducting your investigation. Address each of the components listed below in your portfolio.

- a. Cite the movie, book, or figure you researched. For movies, include the title, director name, year the movie was released, and some of the main actor’s names. For books, give the title, author, publisher, and copyright date. For famous figures, do not assume that the instructor knows the person you are investigating. Describe the person’s accomplishment so that someone with no knowledge of that field will understand the person’s significance.
- b. Describe the disability(s) investigated. Give the disability(s) technical and informal names. Provide a general description of the prognosis of the disability(s) (how the disability will affect the person in the future).
- c. Insert your write-up for Section 1 of the paper.
- d. Insert Section 2 of the portfolio.

- e. How did your investigations of Section 1 and 2 differ in terms of what you learned about the disability? What was affirmed across Sections 1 and 2?
- f. In reflecting back upon your investigation, explore any assumptions that you had related to disability that have now changed. What have you learned that will impact the way you teach students with disabilities? Which questions related to the disability you chose do you still wonder about?

Disability Investigation and Contact Portfolio Assessment Checklist

Component	# of Points	Points Earned
book, movie, or significant figure described thoroughly	2	
critical analysis of disability portrayed demonstrates in-depth thinking	3	
interviewee's connection to disability is clear	2	
interview questions planned carefully; comprehensive answers provided	3	
synthesis of Sections 1 and 2 illustrates insights gleaned by investigator	2	
reflection about assignment shows how knowledge learned during investigation will inform investigator's practice as a teacher	2	
portfolio presented professionally	1	
total points	15	

Hands-On Assignment (10 points; HOA)

You will explore and/or experience societal barriers related to disability. Select one of the three assignment options below and complete it as directed.

Service Learning Assignment

The purpose of this assignment is for you to assist participants at the Holiday Inn Conference Center in Fogelsville who are attending the Have You Thought About... Life transition conference sponsored by Lehigh Valley Center for Independent Living. The conference will take place on Friday, November 18th and Saturday, November 19th, 2011. Specific volunteer time slots will be announced in class. In order to complete this assignment, do all of the following:

- a. Spend two hours at the conference. This will be verified by you signing a volunteer sheet at the conference.
- b. Write a 1,500-word paper that describes:
 - the activities you engaged in to assist conference participants
 - the personal connections you made with others
 - the realizations you came to about parents of students with disabilities
 - the realizations you came to about students with disabilities
 - the realizations you came to about professionals who serve people with disabilities

Service Learning Assignment Assessment Checklist

Component	# of Points	Points Earned
attendance verification	2	
volunteer activities described thoroughly	3	
interpersonal connections explained	2	
parental realizations identified	1	
student realizations identified	1	
professional realizations identified	1	
total # of points	10	

Disability Simulation Assignment

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 the educational and/or rehabilitation systems experience, in that they usually lead relatively happy and fulfilling lives. To complete this assignment you will select a partner from the class and do the following.

1. 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
2. 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 avoid sedentary activities such as note taking in class or surfing the internet. 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.
3. As a partnership, submit a 2,500 word or more essay that answers the following questions as the product of your assignment.
 - Which disability(s) did you and your partner assume? How did you “impair” yourselves during this exercise?
 - Where were you and your partner when you assumed the disability(s)? Fully describe the setting, amount and type of people around you, other events taking place in the setting, etc.
 - Thoroughly relate all of the tasks you and your partner completed while simulating the disability.
 - Describe the difficulties you and your partner encountered in accomplishing the tasks you undertook. Explain the strategies you adopted to work through the difficulties.

- Recount any tasks you and your partner found particularly easy to execute during the simulation.
- Describe your and your partner’s feelings and thoughts as you assumed the disability. Include any noteworthy reactions from members of the public.
- As you look back on the disability simulation, what strikes you most about being disabled?
- As you look back on the disability simulation, what strikes you most about watching your partner be disabled?
- When you watched your partner be disabled, what comments or facial expressions did you notice the partner exhibiting?
- Speculate on what prompted the facial expressions and comments you observed in your partner with an assumed 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	2	
reflection about own disability exhibits critical thinking	1.5	
reflection about partner’s disability demonstrates critical thinking	1.5	
total points	10	

Architectural Accessibility Assignment

The purpose of this assignment is for you to gain hands-on experience in architectural 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; then, do the following.

1. 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
 - exercise facilities.

Should you wish to assess a venue other than the ones listed here, consult your instructor.

2. 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. Describe them in enough detail so that someone who had never been to your location could understand your meaning.
 - List three barriers to access you discovered at the venue you surveyed. Again, be thorough enough to orient your reader well to the concerns you have identified.
 - Describe how you communicated your findings to the venue representative(s). If you chose not to communicate your findings, explain why.
 - 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 comprehensively.
3. Turn in the ADAAG print out including your hand-written notes on the day of class when the assignment is due. Staple or paperclip your ADAAG print out. Clearly write your name on your print out. Personally 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.
 4. For the other portions of the assignment, adhere to normal guidelines for uploading. Not counting your ADAAG print out with hand-written notes, your assignment should be at least 2,000 words in length.

Architectural Accessibility Assignment Assessment Checklist

Component	# of 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 Assignment (30 points; CA)

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. With each of the components identified below, you are to display the depth of your comprehension. As the final assignment for this course, the instructor expects your very best work, demonstrating your ability to meticulously apply what you have learned in this course to the teaching profession.

1. Your initial task is to select one of the demonstration formats below or to propose one not listed.

- traditional written paper (3,000 words or more; five academic sources other than the textbook or encyclopedias must be cited throughout Sections 1, 3, 4, 5, and 6.)
 - universally-designed multimedia presentation with class handout (10 minutes in length) It is likely that you will be unable to adequately cover all of the assignment sections in 10 minutes. Therefore, turn in a supplementary paper for what you do not cover in class.
 - universally-designed original mini play, poem, song, or other creative work (10 minutes in length) It is likely that you will be unable to adequately cover all of the assignment sections in 10 minutes. Therefore, turn in a supplementary paper for what you do not cover in class.
 - universally-designed original board, computer, or sports game (10 minutes in duration) It is likely that you will be unable to adequately cover all of the assignment sections in 10 minutes. Therefore, turn in a supplementary paper for what you do not cover in class.
2. Through the demonstration product you have selected from above or proposed to your instructor, carefully and thoroughly address each of the following questions.
- 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. In answering this question, you may reflect upon in-class discussions, assigned readings, course assignments, guest speakers, or other realizations you came to in Education 244. Concreteness is expected.
 - As a professional teacher, you will be expected to continue learning. To that end, what areas of including students with disabilities in your classes do you still want to know more about? Further inquiry might involve investigation of a certain disability, other instructional strategies, curriculum, accessible materials, or other topics approved by the instructor. How do you intend to continue your own development in these areas as a teacher? In developing this section, include five academic sources for furthering your learning. Prioritize the research you intend to do.
 - The bulk of your assignment should be spent on Section's 3-6. Identify an instructional strategy covered during this semester that you find particularly useful for your own classroom. This strategy must be different than those you selected for your Instructional Presentation. Explain why it is particularly useful. Suggest which type of student(s) with a disability it is designed for.
 - Write a specific learning objective for all of your students in the class.
 - Identify how you will adapt the instructional strategy and/or the learning objective for the student with the disability. Alternatively, you may create a lesson that is universally designed. If you elect the universal design option, the lesson must be inclusive of all students with disabilities.
 - Devise a formative assessment instrument that you will use to track the student with the disability's learning. In fulfilling Section's 3-6 of the assignment, you are encouraged to consult a lesson plan written for another course for ideas related to learning objectives and formative assessments.
 - Finally, you will turn in an assessment of your own work on this assignment using the Assessment Checklist provided below. You are to provide justifications for each component you rate yourself on.

Capstone Assignment Assessment Checklist

Component	# of Points	Points Earned
proposal demonstrated detailed/critical thinking	3	
paper assignments are professionally-written, organized, and sources are cited appropriately; in-class activities are well-conceived, explained clearly, and engage all peers	3	
ways thinking has changed related to teaching students with disabilities articulated or unchanged position articulated in depth	5	
further areas of research explained thoroughly/sources for research listed	5	
learning objective clearly identified	3	
grasp of the use of adapted instructional strategy or universal design is developed	5	
formative assessment strategy is well articulated and aligns with instructional strategy and learning objective	3	
self-assessment is justified	3	
total points	30	

Reading Reflections (10 points; 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 pm Tuesday except the first and last weeks 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 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

This assignment is worth a total of 10 points. Your instructor will not update your RR score on a weekly basis but will read your RR's every week. Each RR is worth 0.83 points.

Reading Reflection #	Amount Earned	Comments
RR1		
RR2		
RR3		
RR4		
RR5		
RR6		
RR7		
RR8		
RR9		
RR10		
RR11		
RR12		
total points	10	

Professionalism (10 points)

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

1. Class Participation

A portion of the student's grade will be used to assess the quality of class participation. Students who consistently, thoughtfully, and respectfully contribute to class discussions, demonstrate knowledge of reading assignments, and actively write and edit in-class assignments 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. When emailing the instructor, do not just email attachments without explanations. Instead, explain what the purpose of the email is.

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. The language we use when referring to students and others with disabilities matters, since it impacts the way we think about and interact with people with disabilities. Class time will be devoted

to explaining appropriate language to employ when referring to people with disabilities. The instructor will model this language; students are expected to use appropriate language in their in-class conversations and written assignments.

- Students who turn in work after the due date/time of any assignment are expected to explain the reason for the late assignment in an email to 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 will reduce the grade of the work turned in late; in deciding the amount of reduction, length of lateness, student communication with the instructor, and any other relevant factors will be considered. The instructor reserves the right to change the date by which late work must be turned in for students to receive partial credit.

Ten 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	# of Points	Points Earned
weekly attendance	2.5	
class participation	2.5	
professional interaction with classmates, guest speakers, and instructor	2.5	
appropriate disability language	2.5	
total points	10	

Assignment Point Distributions

Assignment	# of Points
In-Class Debate	10
Disability Investigation and Contact Portfolio	15
Instructional Presentation	15
Hands-on Assignment	10
Capstone Assignment	30
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	Superior knowledge regarding
90-93	A-	
87-89	B+	
84-86	B	More than adequate knowledge
80-83	B-	
77-79	C+	
74-76	C	Basic knowledge needed to
70-73	C-	
67-69	D+	
64-66	D	
60-63	D-	
0-59	F	

Accommodations

Day students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (610-861-1510; jkempfer@moravian.edu). Comenius Center students who wish to disclose a disability and request accommodations for this course must contact Dr. Donna Smith, Dean of the Comenius Center, (610-861-1400; medgs01@moravian.edu). Students are encouraged to contact the appropriate individual as soon as possible to enhance the likelihood that accommodations are implemented in a timely fashion. Accommodations cannot be provided unless the instructor has received appropriate authorization. *The Writing Center is located in a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.*

Note:

This syllabus and the following Class Schedule are subject to change.

Class Schedule

Class Date	Topic	Readings Due	Assignment/Assessment	PDE Competencies Addressed
Aug. 30	Introductions	Syllabus		
	Legislation, Educational Referral, and Placement	VB&S Chap. 1; B Issue 13	Instructor-Modeled ICD	EC I. B1; EC IV. A3; ACC I.; ACC I. A2
Sept. 6	Response to Intervention	VB&S Chap. 2	RR1	
	RTI and Special Education Referral	B Issue 16	ICD 16	EC I. B1; ML I. B4
Sept. 13	Collaboration with Others	VB&S Chaps. 3 & 4	RR2	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
	Cultural and Linguistic Diversity	B Issues 3 & 20	ICD 3; ICD 20	
Sept. 15	Fall Convocation	10:30-12:00; Johnston Hall	attendance with self-identification to Dr. Gilson substitutes for one Reading Reflection	
Sept. 20	Managing Student Behavior and Promoting Social Acceptance	VB&S Chap. 5	RR3	EC II. D1; EC IV. A4; 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
	The Disciplining of Students with Disabilities	B Issue 4	ICD 4	EC IV. A4; EC IV. A5; EC IV. B1; EC IV. B2; EC IV. B3; ACC I. A3; EL I. B4
Sept. 27	Instructional Presentations	VB&S Chap. 12, 13, 14, 15, or 16	IP; RR4	EC V. A1
Oct. 4	Attention Deficit Hyperactivity Disorder	VB&S Chap. 6 (2 nd half)	RR5	
	Midterm Course Evaluations	B Issue 18	ICD 18	

Oct. 11	Fall Break	No class.		
Oct. 18	GS: Joe Kempfer; Learning Disabilities	VB&S Chap. 6 (first half)	RR6	
	Learning Disability Identification	B Issue 16	ICD 16	
Oct. 25	Communication Disorders	VB&S Chap. 7	DP; RR7	
	The Ramifications of Disability Labels	B Issue 1	ICD 1	
Nov. 1	Emotional and Behavior Disorders	VB&S Chap. 8	RR8	EC IV. B6
	The Mental Health of Children	B Issue 17	ICD 17	
Nov. 8	GS: Mimi Ludwig and Bangor High School Student Panel; Autism Spectrum Disorders	VB&S Chap. 9	CA Proposals; RR9	EC IV. B6
	Treatment for Autism Spectrum Disorders	B Issue 6	ICD 6	
Nov. 15	Intellectual Disabilities	VB&S Chap. 10	RR10	
	Accommodations and Intellectual Disabilities	Issue 11	ICD 12	ICD 12
Nov. 22	GS: Debbie Rozear and Tony Swartz; Blindness and Low Vision	VB&S Chap. 11 (pertinent sections)	HOA; RR11	
	Physical Disabilities and Other Health Impairments	B Issue 9	ICD 9	
Nov. 29	GS: Denise Brown; Deafness and Hearing Loss	VB&S Chap. 11 (pertinent section)	RR12	EC IV. A5; ML I. B4; ACC I. A3; ELL I. B1; ELL I. B3; ELL I. B4
	Assessment and Differentiated Instruction	B Issue 10	ICD 10	
December 6	Catch Up; Course Evaluations		Capstone Assignment	Dec. 5
Date TBA	Finals Week	Party at Dr. Gilson's House	136 W. Fairview ST, Bethlehem	