# MORAVIAN COLLEGE

**INCLUDING STUDENTS WITH DISABILITIES**
EDUC 244
Spring Term 2016
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Prerequisites: Education 160; Co-requisite Education 130 or 210; QPA of 2.70; sophomore standing or higher.

I am available to meet with you by appointment. Please contact me to make arrangements.

*I have come to the frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or deescalated, and a child humanized or dehumanized.*
Between Teacher and Child
Dr. Hiam Ginott

*All children can learn. It is where the student enters, the size of the learning set and the pace of instruction which varies and must be adjusted to form an instructional match for the student.*
Basic Principle of the Instructional Support Process

*When a teacher tries to teach something to the entire class at the same time, chances are, one third of the kids already know it, one third of the kids will get it, and the remaining third won't. So two-thirds of the kids are wasting their time.*
Dr. Lillian Katz

*To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin.*
Bell Hooks, Teaching to Transgress

Including Students with Disabilities will use the seminar format. The purpose of the course is to familiarize students with special education laws, state and federal definitions, best teaching practices, inclusionary practices, ethical issues, and current topics regarding special education services as they relate to students with disabilities, their families, and general education.

**COURSE OBJECTIVES:**
1. Pre-service teachers will identify and use special education terminology in class discussions and written assignments.
2. Pre-service teachers will identify and explain recognized exceptionalities, assessment techniques, referral procedures, identification criteria, and delivery formats.
3. Pre-service teachers will demonstrate an understanding of the legal and ethical issues regarding special education in relationship to their roles as general education teachers.
4. Pre-service teachers will identify issues pertaining to current trends, best practices, and inclusionary practices as they relate to general education and special education.
5. Pre-service teachers will identify and reflect on their belief systems regarding special education issues and their teaching practices.
6. Pre-service teachers will demonstrate their understanding of special education issues in their written work and by active participation in class discussions and activities.
7. Pre-service teachers will demonstrate their understanding of their roles in assessing and teaching diverse learners in their written work and by active participation in class discussions and activities.

**Pennsylvania Department of Education (PDE) Competencies for Accommodations and Adaptations for Students with Disabilities in an Inclusive Setting:**

**I. Types of Disabilities and Implications for Learning**
 Candidates will be able to:
    A. Demonstrate an understanding of and ability to plan for: type, identification and characteristics of different types of disabilities, as well as effective, evidence-based instructional practices and adaptations.
    B. Demonstrate an understanding of the legal rights and responsibilities of the teacher related to special education referral and evaluation and the rights and procedural safeguards that students are guaranteed.
    C. Demonstrate an understanding of possible causes and implications of over-representation of minorities in special education to avoid misinterpretation of behaviors that represent cultural, linguistic differences as indicative of learning problems.

**II. Cognitive Skill Development to Ensure Achievement of Students with Disabilities in Standards Aligned System to include All School Environments**
    A.    Cognitive–Delineate how individuals acquire and process information.
      1.  Design learning environments to facilitate encoding, storage and retrieval of knowledge and information for memory, attention, perception, action, and problem solving.

      2.  Describe the developmental patterns of change, physical, cognitive, and psychosocial areas that have been identified for each stage of development.

      3.  Apply concepts of human development to education and learning regarding attention, memory, conceptual knowledge and its formation, reasoning, decision-making, problem-solving, executive functioning, principles and mechanisms of development, intelligence, action, and motor control.

4. Specify the experiences children need from birth to age eight to prepare them to learn, read, and succeed in school.

5. Identify early interactions with adults and peers, the early childhood education teaching methods and curricula, and comprehensive early childhood interventions that support learning and development, specifically in domains that prepare children from diverse backgrounds for kindergarten and the early grades.

B. Physical–Recognize patterns of typical physical developmental milestones and how patterns of students with disabilities may be different, and plan effectively for possible accommodations and/or modifications which may be necessary to implement effective instructional practices.

C. Social–Initiate, maintain and manage positive social relationships with a range of people in a range of contexts.
1. Recognize areas of development for students with disabilities and plan effectively for: interpersonal processes, forming and maintaining relationships (including parent- child, caregiver, peer, friend, sibling), and attachment models and their effects on learning.

2. Apply principles in social competence, social withdrawal, social role formation and maintenance, and prosocial behaviors, and aggression as they affect learning.

D. Behavioral–Recognize patterns of typical behavioral milestones and how patterns of students with disabilities may be different, and plan effectively for positive teaching of appropriate behaviors that facilitate learning.

E. Language–Apply reading predictors, analyzing the effect of individual differences in specific perceptual, linguistic, and cognitive skills and how they affect a child's ability to read.

1. Apply principles of early learning to language development in the following areas: language comprehension, language expression, language form and syntax, morphology and semantics.

2. Apply and teach skills of spoken language as a precursor of reading and academic development.

F. Positive Environments for Learning for Students with Disabilities
1. Define the scientific principles influencing academic and social behavior

2. Implement positive behavioral interventions based on a functional analysis of behavior.

3. Create an optimal learning environment by utilizing, evaluating, modifying and adapting the classroom setting, curricula, teaching strategies, materials, and

equipment.

G. Collaboration and Communication
1. Identify effective co-planning and co-teaching strategies.

2. Identify collaborative consultative skills and models (i.e., understanding role on the IEP team; teaming; parallel teaching).

3. Identify instructional levels of students through collaboration with members of the IEP team.

4. Understand the role of the general educator as part of the team for transition planning across transition points (i.e., preschool to school entry, grade level to grade level, school to school, to post school outcomes).

5. Demonstrate an understanding of the meaningful roles that parents and students play in the development of the student's education program.

6. Demonstrate sensitivity for multicultural and economic perspectives in order to encourage parent participation.

7. Demonstrate an understanding of how to support student and family communication and meaningful participation into the student's educational program.

8. Work collaboratively with all members of the student's instructional team including parents and non-educational agency personnel.

## III. Assessments
Candidates will be able to:

A. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system.

1. Authentic – A form of assessment in which, students are asked to perform real-world tasks that demonstrates meaningful application of essential knowledge and skills. The assessment usually includes a task for students to perform, and a rubric is used to evaluate their performance.

2. Screening- Screening assessments are used to determine which students may be at risk. Poor performance on the screening assessment identifies those students needing additional, in-depth assessment of strengths and weaknesses. The primary purpose of screening assessments is to identify children early who need additional instructional (or behavioral) intervention. An essential element of using a screening assessment is implementing additional identified intervention(s) (instructional, behavioral, or medical).

3. Diagnostic – The purpose of diagnostic assessments is to ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Using diagnostic assessments enable the instructor to remediate students and adjust the curriculum to meet each pupil's unique needs. (Examples of diagnostic assessments are: DRA's; Running Records; GRADE; GMADE)

4. Formative- Pennsylvania defines formative assessments are classroom based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The

key is how the results are used. Results should be used to shape teaching and learning. Black and Wiliam (1998) define formative assessments broadly to include instructional formats that teachers utilize in order to get information that are used diagnostically to alter instructional practices and have a direct impact on student learning and achievement. Under this definition, formative assessment encompasses questioning strategies, active engagement check-ins (such as response cards, white boards, random selection, think-pair-share, popsicle sticks for open-ended questions, and numbered heads), and analysis of student work based on set rubrics and standards including homework and tests. Assessments are formative when the information is used to adapt instructional practices to meet individual student needs as well as to provide individual students corrective feedback that allows them to "reach" set goals and targets. Ongoing formative assessment is an integral part of effective instructional routines that provide teachers with the information they need to differentiate and make adjustments to instructional practice in order to meet the needs of individual students. When teachers know how students are progressing and where they are having trouble, they can use this information to make necessary instructional adjustments, such as re-teaching, trying alternative instructional approaches, or offering more opportunities for practice. The use of ongoing formative classroom assessment data is an imperative. Effective teachers seamlessly integrate formative assessment strategies into their daily instructional routines.

5. Benchmark – Assessments that are designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards. Well-designed benchmark assessments and standards-based assessments: measure the degree to which students have mastered a given concept; measure concepts, skills, and/or applications; are reported by referencing the standards, not other students' performance; serve as a test to which teachers want to teach; measure performance regularly, not only at a single moment in time. (Examples of benchmark assessments are: 4Sight, Riverside 9-12, DIBELS)

6. Summative – Summative Assessments seek to make an overall judgment of progress at the end of a defined period of instruction. Often the summative assessment occurs at the end of a school level, grade, or course, or is administered at certain grades for purposes of state or local accountability. Summative assessments are considered high-stakes assessments and the results are often used in conjunction with the No Child Left Behind Act (NCLB) and Adequate Yearly Progress (AYP). They are designed to produce clear data on the student's accomplishments at key points in his or her academic career. Performance on these assessments are often part of the student's permanent record and serve as an indication of overall performance on a set of standards. Results from summative assessments are of interest to parents, faculty, administration, the press, and the public. The data from summative assessments are the basis of accountability systems. (Examples of summative assessment: PSSA; Terra Nova)

B. Demonstrate an understanding of the types of assessments used (e.g., screening, diagnostic, formative, summative) and the purpose of each assessment in a data-based decision making process.

C. Demonstrate the use of formal and informal assessment data for instructional, behavioral, and possible eligibility for special education based on the type of assessment, level of the students being assessed, and the purpose of and the quality of instruction.

D. Demonstrate an understanding of the multi-disciplinary evaluation process and an ability to articulate the findings presented in an evaluation report including grade-level equivalents, percentile rank, standard scores, and stanines.

E. Demonstrate an understanding of the components of the Individualized Education Plan (IEP) process, with emphasis on understanding measurable goals based on present levels, specially designed instruction, adaptations, accommodations, supplementary aids and services, and supports for school personnel.

F. Articulate differences between achievement tests, aptitude tests, and observational data used in special education placement decisions.

G. Create an instructional plan using assessment information related to individual student achievement.

H. Analyze and interpret formative assessment (e.g. Curriculum based assessment, CBA).

I. Demonstrate an understanding of the purpose and intent of standardized assessments

and progress monitoring as one of the multiple indicators used in overall student evaluation.

J. Systematically monitor student performance to identify areas of need.

K. Use evaluative data on an individual, class and district level to identify and implement instructional and/or programmatic revisions for quality improvement.

L. Demonstrate an understanding of legally acceptable modifications and accommodations for assessment for students with disabilities.

M. Demonstrate an understanding of ethical practice for assessment.

N. Recognized the need to consult with multi-disciplinary team when cultural, economic, or linguistic differences are present in order to avoid biased assessment.

## IV. Literacy Development and Instruction in Core and Intervention Areas
Candidates will be able to:

A. Demonstrate an ability to match instructional research-validated literacy interventions to identified student needs.

B. Demonstrate a conceptual understanding of the components of reading and describe how these areas pose challenges for students with disabilities:
Phonological Awareness & Phonics Fluency Vocabulary Comprehension
Language Word Study (investigate & understand the patterns in words)

C. Demonstrate an ability to review and evaluate literacy programs for purpose, quality, effectiveness, and research-base and show knowledge of commonly available programs.

D. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.

E. Demonstrate an understanding of the evidence-based connection between literacy and behavior.

F. Demonstrate a conceptual understanding of the components of writing and describe how these areas pose challenges for students with disabilities: Text production Spelling Composition for different types of writing.

G. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.

H. Clearly articulate and model the use of explicit and systematic instruction in the teaching of content area literacy for all students with disabilities across all reading levels.

I. Demonstrate instructional strategies to enhance comprehension of material.

J. Demonstrate an understanding of the challenges that students with specific disabilities face in content area literacy.

K. Assess the readability of content area reading materials.

L. Demonstrate the ability to adapt content area material to the student's instructional level.

M. Utilize assessment tools with appropriate accommodations in the area of literacy to identify effectiveness of the standards based curriculum (core literacy program for students with disabilities).

N. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.

O. Establish and maintain progress monitoring practices within the content area aligned

with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for all students with disabilities.

**V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings**
Candidates will be able to:

A. Identify effective instructional strategies to address areas of need.
B. Scaffold instruction to maximize instructional access to all students.
C. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.
D. Provide feedback to students at all levels to increase awareness in areas of strength, as well as areas of concern.
E. Strategically align standard based curriculum with effective instructional practices.
F. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent.
G. Analyze performance of all learners and make appropriate modifications.
H. Design and implement programs that reflect knowledge, awareness and responsiveness to diverse needs of students with disabilities.
I. Use research supported methods for academic and non-academic instruction for students with disabilities.
J. Develop and implement universally designed instruction.
K. Demonstrate an understanding of the range and the appropriate use of assistive technology (i.e., no tech, low tech, high tech).
L. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.

**REQUIRED TEXT**
Vaughn, S., Bos, C. S., & Schumm, J. S. (2014). *Teaching students who are exceptional, diverse, and at risk in the general education classroom (6<sup>th</sup> edition)*. Boston, MA: Pearson.

Additional readings will be distributed.

The PA. Dept. of Education Standards Aligned System website is an essential reference source.



**http://www.pdesas.org/**
**PA Dept. of Education Standards Aligned System**

**COURSE REQUIREMENTS AND ASSIGNMENTS:**
All assignments and activities are designed with the intention to be meaningful for each pre-service teacher in his/her individual journey as a life long learner and educator.

**Professionalism, Attendance, and Active Participation**

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. All persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, veteran status, or disability, have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner. Professionalism is expected in all verbal communication, written communication, and personal actions. Respectful behavior towards every member of our learning community is expected at all times. A culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas is integral to promoting a healthy, vibrant learning community.

Attendance will be taken in class. Since the seminar format will be used, attendance and **active** class participation are essential. Behaviors that indicate active participation include, but are not limited to, insightful answers that relate to the reading materials, thought-provoking questions, and meaningful participation in class activities and discussions.

Pre-service teachers are expected to come to every class on time, remain for the entire class, and be well prepared to discuss the outlined topics. Lateness is unprofessional behavior. If you are absent for any reason, it is your responsibility to obtain all material distributed in class, to hand in any assignment due that day by 7:30 a.m., and to contact me prior to class with the reason for your absence. Excused absences include illness or personal emergency. Absence due to illness will be excused only with written documentation from a healing practitioner. Absence due to a personal emergency will be excused only with written documentation from the Counseling Center or other appropriate professionals. The fourth excused and future excused absences will result in a reduction of your final grade by one point per absence. Absence for reasons other than illness or personal emergency will be considered unexcused unless I have given permission prior to the absence. Unexcused absences will result in a reduction of the final grade by one grade per absence (A to A-).

All reading assignments must be completed prior to the designated class. Issues regarding special education are often technical and may be confusing. I welcome questions and look forward to discussions regarding areas of concern and/or interest. Please do not hesitate to contact me if you have any questions.

Hand held devices are to be turned off during class unless required for specific class activities. For emergency situations, pre-service teachers may ask me for permission to put the device on vibrate. Texting/emailing is not permitted during class. Laptops and iPads may be used in class for coursework purposes only and with my permission. Inappropriate use of technological devices during this course will result in a reduction of the final grade by one grade per incident (A to A-) and may result in a failing grade.

**Assignment Note: While competencies clearly overlap, it is required to address in each assignment the specific competencies identified for that assignment. Indicate all additional competencies as appropriate.**

**1. Response Essays: 30 points/5 points each**
The response essays are designed to give pre-service teachers an opportunity to thoughtfully respond to the readings and class discussions as well as to share personal insights and/or questions. Each essay must be at least 2 pages in length, word-processed using 12-point print, double-spaced, dated and have the complete essay question at the top of the first page. At least three references (the text, class discussions, or supplemental materials) are required for each essay. The text must be a reference. Please indicate all PA Special Education Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Type the competencies in **BOLD.** Competencies that must be addressed in the individual essays are:

**Due 2/1: Essay 1:**    **I. A**
                                   **II. C, F**

 **Due 2/10: Essay 2:**    **I. B, C**
                                   **II. G**
                                   **III. C, D, E, F, N**

**Due 2/24: Essay 3:**    **II. A, E**
                                   **III. A, B, G, H, I, J, K**
                                   **IV. A, C, K, L, M, O**

**Due 3/28: Essay 4:**    **II. B**
                                   **III. C, D, E, L, M, N**
                                   **V. F, H, K**

**Due 4/4: Essay 5:**    **II. C, D, F**
                                   **III. C, D, E, N**
                                   **IV. E**
                                   **V. A, I**

**Due 4/18: Essay 6:**    **II. E, F**
                                   **III. B, H, J, L, M**
                                   **IV. C, I**
                                   **V. G, J, L**

**2. Interviews with people involved with special education: 30 points /15 points each**
This activity is meant to give pre-service teachers the opportunity to interview two people who have personal experiences, commitment, and investment in the special education field. This may include individuals with disabilities, family members of individuals with disabilities, teachers, administrators, or specialists. After each interview you will write a reflective essay using this format:
- **Rationale for your choice:** Reasons for your decision to interview this individual are presented in this section.
- **Relevant information about the interviewee**: Background information on the individual as well as any information pertinent to the situation is included in this section. Please ask

the individual if his/her name may be used. If the interviewee wishes to remain anonymous, please honor that request. Also be aware of all privacy issues. Assure the individual that any information given is held in complete confidence.
- **Your questions:** Approximately 5 questions should be prepared prior to your interview. Often additional questions will be generated during the actual interview. **Two required questions are:**

   **1. What is your belief system concerning inclusionary practices? Please explain.**
   **2. What has been your experience in the development of Individualized Education Programs (IEP) and/or Section 504 Plans?**

•**Responses to your questions:** Responses do not have to be verbatim. They may be accurately paraphrased. The response is to follow the specific question.

• **Your observations and reactions in relationship to your belief systems and future teaching practices.** Insightful reflection and meaningful connections to the reading materials and class discussions **must** be clearly evident in this critical section of the paper. At least three references (the text, class discussions, or supplemental materials) are required for each interview. The text must be a reference. The interview must be at least 4 to 5 pages in length, word-processed using 12-point print, double-spaced, and dated. Please indicate all PA Special Education Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Type the competencies in **BOLD.** Competencies that must be addressed in at least one of the interviews are:

**I.  A, B**
**II. F, G**
**III. E, N**

If you need assistance in arranging these contacts, please see me **immediately**.
**Due: 3/14 & 4/11**


**3. Article Review: 10 points**
This activity is meant to give pre-service teachers an opportunity to research a topic of interest in relationship to their specific certification areas. The article must relate to students with disabilities. The presentation is to be 10 minutes in length and must include a handout that is meaningful to their colleagues. A written review of the article is to be turned in after the presentation. The written review must be at least 1 page in length, word-processed using 12-point print, double-spaced and dated. Access to the article must be available. Please indicate all PA Special Education Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Type the competencies in **BOLD.**
Pre-service teachers will work in pairs or triads for this assignment.
**Due:** Presentation dates will be arranged.


**4. Strategies Presentation: 10 points**
This activity is meant to give pre-service teachers an opportunity to investigate and present two strategies that would be appropriate for their certification areas. Literacy components must be included for each strategy. The presentation will be 15 minutes in length. A one to two page

summary for each strategy will be shared with your colleagues at the time of your presentation. Each summary must include a description of the strategy, grade level range, subject area, rationale for your choice, and an explanation of assessment techniques. It must be word-processed using 12-point print, double-spaced, and dated. Please indicate all PA Special Education Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Type the competencies in **BOLD.** Competencies that must be addressed in at least one of the strategies are:

**IV. B, D, F, G, H, J, M, N, O**
**V. A-L**
Pre-service teachers will work in pairs or triads for this assignment.
**Due**: Presentation dates will be arranged.


**5. Final Project: 20 points**
In the spirit of allowing pre-service teachers to demonstrate their newly constructed understanding and knowledge through differentiated assessment techniques, pre-service teachers may choose one of the activities listed below as a culminating project or may discuss additional ideas with me. The project is meant to give pre-service teachers an opportunity to reflect on their experiences in this class, address areas in which they feel they have grown as pre-service teachers, consider issues which require further personal research, and contemplate their belief systems in relationship to teaching diverse learners. These areas must be clearly articulated in the project. In addition pre-service teachers must explain how these discoveries will impact their future teaching practices At least <u>three</u> references (the text, class discussions, or supplemental materials) are required for the chosen project. The text must be a reference. Please indicate all PA Special Education Competencies that are addressed in your work. The competencies must be noted within the body of your work and the relevance to the individual competencies must be clearly evident. Type the competencies in **BOLD.** This project may be completed individually or with partners.
Below are some suggestions for your consideration.
- Multi-media presentation: The presentation is to be 10 minutes in length and include an appropriate handout that is helpful to your colleagues. A summary is to be handed in at the time of the presentation. This summary is to be at least 2 pages in length, word-processed using 12-point print, double-spaced, and dated.
- Written paper: This paper is to be at least 5 pages in length, word-processed using 12-point print, double-spaced, and dated.
- Performance: The performance may be a song, play, poem, etc. It is to be 10 minutes in length and include an appropriate handout that is helpful to your colleagues. A summary is to be handed in at the time of the presentation. The summary is to be at least 2 pages in length, word-processed using 12-point print, double-spaced, and dated.

**Due: by 4/27**


All assignments must be original work, well-organized, thoughtful in nature, and coherently presented. The use of correct spelling, punctuation, and grammar is expected in all written assignments. APA format is required. Assignments are due at 7:30 a.m. on the day indicated. Work handed in late will result in a reduction of your grade by one point per day.

The syllabus is subject to change. If this should occur, pre-service teachers will be informed.

**Culminating Binder**
All work, including handouts provided by the instructor and fellow pre-service teachers, is to be organized in a three-ringed binder. The binder must be logically organized with identifiable sections, include all work completed during the course, and have a professional appearance. The binder will be reviewed periodically throughout the course and collected at the conclusion of the course. The binder will be returned to you by individual arrangement.
**Due: 4/27**

**EVALUATION POLICY**

Your performance in all areas will be graded in accordance with Moravian College's standards of academic achievement. As stated in the Student Handbook, the grades of A and A- are given for achievement of the highest caliber. They reflect independent work, original thinking, and the ability to acquire and effectively use knowledge. Please refer to the Student Handbook for further clarification. It is the instructor's purview to apply qualitative judgment in determining grades for an assignment and for the course. Pre-service teachers are expected to work 4 to 6 hours per week outside of class preparing for this course. If you have any questions concerning your grades, please see me immediately.

**Grade Conversions:**
A-A-: Indicates work of the highest caliber
94 -100 = A
90 - 93 = A-

B+-B-: Indicates work of higher than average caliber
87 - 89 = B+
84 - 86 = B
80 - 83 = B-

C+-C-: Indicates work of average caliber
77 - 79 = C+
74 - 76 = C
70 - 73 = C-

D+-D- Indicates work of below average caliber
67 - 69 = D+
64 - 66 = D
60 - 63 = D-

Indicates Failure
0 - 59 = F

**Accommodations:**

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401.  Accommodations cannot be provided until authorization is received from the Academic Support Center."

**Writing Center:**
Please be advised that you may contact the Writing Center for assistance. You are encouraged to take full advantage of this support.

**Academic Honesty:**
You are encouraged and in some instances required to use conventional and on-line secondary source materials, but all work that you submit must be your own original work. Be certain to cite the sources that you used and take care to avoid plagiarism in all your work. Consult the American Psychological Association and Moravian College's Student Handbook for additional information. Note that academic dishonesty will result in a zero for the assignment and notification of the Academic Dean, in accordance with Moravian College policy.