EDUC 152: INTORDUCTION TO SPECIAL EDUCATION

SCHOOL OF EDUCATION

Motto: Educate to Liberate!

Medgar Evers College

COURSE SYLLABUS

Course:	EDUC 152-HBD2	**Dates:**	1/25/25 - 5/22/25
Instructor:	Dr. Sharon Porter	**Term:**	Spring, 2025
Office:	N/A	**Class Meeting Days:**	Saturdays / HBD2
Phone:	718.270.4900	**Class Meeting Hours:**	7:55 am – 11:15 am
E-Mail:	sporter@mec.cuny.edu	**Class Location:**	Acad Com 1 L06
Office Hours:	By Appointment	**Co-Requisite:**	Education 502

Mission: Preparing Change Agents for Classrooms, Schools and Communities, who Educate to Liberate!

Welcome!

Dear Students:

The Education Department was one of the first departments created when the College opened its doors in 1971. Our work is guided by a six-point philosophy that we refer to as our conceptual framework.

Important - First Assignment

- All candidates must take diagnostic tests in writing and math in order for us to determine individual needs in successfully completing teacher certification exams. Failure to take diagnostic tests results in the reduction of your final grade. For example, a final grade of B is reduced to a B-

DEPARTMENT'S CONCEPTUAL FRAMEWORK

Philosophy

The Unit has a public document that expresses the philosophy and beliefs that underlie its mission, standards, and the courses and early field and clinical experiences in which candidates practice. Unit work is guided by a six-point *philosophy.* We believe,

- *E*ducation brings people together from diverse cultures who are knowledgeable about their own cultural/historical experiences and the experiences of the many cultures that make up urban life. We wish to create shared experiences that unite members of these diverse communities while respecting the uniqueness of each individual's particular history and culture. We see the home, school and community, and the interactions among all of them, as the first settings where children share experiences and learn about diversity and democracy.
- *C*andidates develop a deeper understanding of themselves in order to more fully interact with the array of nationalities and cultures that they will encounter daily in their classrooms. Through this knowledge, candidates gain the pride in themselves and their heritage that will enable them to better understand and interact with others in a diverse society.
- *C*andidates acquire cultural literacy. We believe that culture is a complex set of relationships that express a people's ideas, beliefs and knowledge and that the representations of cultural ideology in art, music, literature and philosophy are fluid and ever changing as cultures interact with other cultures and with changing historical times.
- *G*aining knowledge is a complex and interactive process that includes candidates learning how to learn, how to create a learning environment, how to reflect and assess their teaching and its impact on learners.
- *C*andidates are scholars who engage in inquiry to create effective learning experiences for their students.
- *C*andidates become change agents, committed to transforming themselves, their schools and their communities. We further believe that critical awareness and critical pedagogy are the cornerstones of this transformation.

Mission

The Unit's mission "*to prepare change agents for classrooms, schools and communities who educate to liberate*" is embodied in our **Candidate Performance Standards**, those attributes which candidates will understand, practice, and demonstrate upon successful completion of a program of study in the Department:

1. Knowledge
2. Personal and Global Consciousness

3. Analytical Ability
4. Creativity
5. Professionalism
6. Collaboration
7. Effective Communication
8. Commitment and Caring

DISPOSITIONS STATEMENT

Medgar Evers Education degree candidates are expected to develop and maintain dispositions appropriate to the profession throughout their program of study. The Department embraces the National Council for the Accreditation of Teacher Education's (NCATE) definition of dispositions as *the values, commitments and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.*

Candidate Dispositions

1. Enthusiasm about teaching and learning
2. Respect for diversity
3. Reflective practice
4. Belief in social justice, ethical behavior, and honesty
5. Resourcefulness and responsibility
6. Openness to constructive critique
7. Rapport with the learning community
8. Caring and commitment

The Department assesses dispositions as a means of supporting candidates to develop and maintain the values, commitments and ethics that they should have as future teachers. Candidate's dispositions are assessed at multiple points in their program of study using a variety of methods (self-assessment, review of evidence, faculty assessment). It is the Department's intention to support candidates' development of the requisite dispositions. As such, candidates who perform at the unsatisfactory and/or emerging levels in any area of dispositions assessment are required to meet with their course instructor or mentor with the course instructor to discuss the assessment and develop a plan for improvement. The plan will be monitored by the course instructor/mentor and discussed with the candidate during meetings with his/her mentor. If a candidate does not demonstrate improvement, a letter of concern will be sent to the candidate and a meeting will be held with the Department Chairperson. Significant issues regarding candidates' dispositions or behaviors will be resolved in accordance with the College policies and procedures for student misconduct.

I. University Course Catalog Description

The purpose of this course is to introduce candidates to the field of special education and the needs of exceptional children and youth who are gifted or have impairments that affect intellectual, physical, emotional or sensory abilities. Candidates will develop an understanding of the developmental and learning characteristics of exceptional children and youth and learn about various educational services that have been found to be effective in enabling exceptional children and youth to meet their full potential.

II. Course Overview

EDUC 152 is a comprehensive foundation course required by all teacher candidates in the Education Degree Programs at MEC. As such, you will engage in a combination of learning experiences aimed at increasing your knowledge of each area of exceptionality, including academic language used in special education, fact and misconceptions about exceptionalities, content knowledge about special education processes and issues, and practical experiences designed to immerse you in the field and in meeting both the Unit and the Council for Exceptional Children Professional Standards.

ATTACHMENTS

- **CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set**
- **Initial Special Education Individualized General and Independence Curriculum Combined**
- **Computational Thinking**
- **New York State Computer Science and Digital Fluency Learning Standards GRADES K-12**
- **Culturally Responsive-Sustaining Education Framework**

III. Course Objectives / Student Learning Outcomes (SLOs)

EDUC 152 (class discussions, group activities, individual assignments, field experiences and examinations) will prepare candidates to:

- understand the learning characteristics of students with special needs;
- define special education law and discuss the history, impact on, and implications for students with disabilities and their families;
- discuss the practical applications of the law in school settings;
- discuss the role of the student, teacher and caregivers in the education of students with disabilities;
- discuss the special education “process” and the key players in that process;
- discuss the impact of multicultural issues and language differences on children with special needs;
- describe various educational settings and the pros and cons of each setting;

- discuss the various support systems available to families of children with special needs
- know and understand various forms of assistive technology devices;
- discuss the social, emotional and physical characteristics of specific exceptionalities;
- discuss the considerations for including children with special needs in diverse settings; and
- differentiate instruction based on students' learning profiles.

Mental Health

Many students find balancing their academic, personal and professional lives quite challenging, and in some instances, overwhelming. If you or a peer experience this, Counseling and Psychological Services and Interfaith Services are here to help.
Email CAP@mec.cuny.edu, and you will be contacted by a Counselor. You can also contact the Campus Chaplain, Father Ralph Rivera, at RRiveraSJ@mec.cuny.edu. In addition, peer support groups are available via the college's Center for Women's Development and Male Development and Empowerment Center. Students can contact staff in the centers at: Levelyn@mec.cuny.edu, or Anbrereton@mec.cuny.edu, respectively.

Pre-requisite/s: ENGL 112, EDUC 102

Co-requisite: EDUC 502: Field Experience Requirements: 6 hrs.

Course Credits

2 credits/3 hours

Required Texts and Materials

Hallahan, Samuel P, and Kaufman, James M. (2003). Exceptional Learners: Introduction to Special Education. 14th Edition with Video Workshop. Allyn & Bacon, MA

VIDEOS & SIMULATION MATERIALS

Augmentative Communication. (2002). Assisted Language Strategies for Pre-Schoolers. Program Development Associates, NY

Brigham Young University Case Study Video Workshop: *What's Best for Matthew*. Developing the Individualized Education Program (IEP), Boston, MA.

Lavoie, Richard D. *How Difficult Can This Be? The F.A.T. City Workshop*. Understanding Learning Disabilities. Eagle Hill Outreach. PBS Video in Association with WETA, Washington, DC.

Without Pity: A Film about Abilities Narrated by Christopher Reeve. HBO Films for the Humanities and Sciences. Program Development Associates, NY.

MOVIES
PROFOUNDLY NORMAL (2003): The Story about Donna and Ricardo Thornton starring Kristie Alley and Delroy Lindo. CBS Worldwide, Inc.

IV. Supplementary (Optional) Texts and Materials

Haager, D., & Klingner, J. K. (2005). Differentiating Instruction in Inclusive Classrooms: The Special Educator's Guide. Allyn & Bacon, Boston, MA

Salend, Spencer J. (2001). Creating Inclusive Classrooms: Effective and Reflective Practices. 4th Ed. Prentice Hall, NJ.

Turnbull, R., Turnbull A., Shank, M., & Smith, S. J. Exceptional Lives: Special Education in Today's Schools. 4th Ed. Pearson Education Inc., NJ Full text citations of any supplementary materials

V. Basis for Final Grade

Each assessment is important to your overall final grade and you must therefore take full responsibility to ensure that all assignments are completed well and submitted on time. Your final grade will be determined by the percentage of your total earned score in relation to the total possible score across assessments.

Assessment	**Points**
Presentation of Disabilities	10 points
Movie Review with Disability (Rubric)	20 points
Midterm Exam	20 points
Group Conference (Rubric)	20 points
Final Exam	20 points
Field Experience and Report (Rubric) Education 502 / 6 hours of Field Work	10 points
Total Points across Assessments	**100**

Education Department Grading Scale

Symbol	Range	MEC Definitions	EDUCATION DEPARTMENT Performance Criteria
A+	97 – 100	Exceptional	Exemplary
A	93.0 – 96.9	Excellent	
A-	90 – 92.9	Outstanding	
B+	87.1 – 89.9	Very Good	Competent
B	83 - 87	Good	
B-	80 – 82.9	Good	
C+	77 – 79.9	Satisfactory	Emerging
C	70 – 76.9	Satisfactory	
D+	67.1 – 69.9	Passing	Unacceptable
D	63.0 – 67.0	Passing	
D-	60.0 – 62.9	Passing	
F	0 – 59.9	Failure/ Unsuccessful completion of course	

VI. Grade Dissemination

All grades will be posted in your Gradebook on Blackboard so that you can monitor your performance on each assignment as soon as it is completed. Students will receive a rubric evaluation within two weeks of submitting required assignments. This will give you an opportunity to conduct your own performance evaluations as you progress through the course. It helps you to monitor your own learning and use feedback to make improvements in a timely manner.

VII. Course Policies: Grades

Late Work Policy: There are no make-ups for in-class writing, quizzes, the midterm, or the final exam. Essays turned in late will be assessed a penalty: a half-letter grade if it is

one day late, or a full-letter grade for 2-7 days late. Essays will not be accepted if overdue by more than seven days.

Grades of "Incomplete": INC grades are only given due to sickness of the student or family member. Proof is required and student must complete and sign College Contract Form.

Revision Policy: Candidates are allowed one chance to revise written assignments (Essays/Reports). You are required to review the professor's feedback, meet with the professor and utilize the services of the Academic Writing Center, if referred by the professor. Referral to the Writing Center will be given in writing by the professor. Students referred to the Writing Center must produce signed logs (Center Director/Staff) to the professor on submission of a revised essay/report.

Group Work Policy: Group work is a critical assessment component in education courses as it evaluates your ability to meet the professional standard of **Collaboration.** Groups will be assigned by random selection. Learning experiences on *Group Dynamics* will also be carried out in class to teach skills on how to work effectively in groups.

VIII. Course Policies: Technology and Media

Email: Candidates are encouraged to communicate with professor and peers using email as the response time is usually more immediate than other media.

Laptop / Smartphone Usage: Candidates are free to use a laptop or i-Pad during instruction and class activities. However, the use of smartphones is prohibited, particularly as they relate to telephone usage during instruction. You are asked to kindly turn off phones before entering class. Secondly, the use of smart devices is strictly prohibited during in-class examinations. Anyone caught using a smartphone or other device during examinations will fail the course.

Classroom Devices: Classroom lectures and activities will utilize extensive technology and other devices. Demonstrations of assistive technology is an important component of this course as it explores the vast array of augmentative and alternative devices used to support students with exceptional learning needs in today's classroom and natural environments.

IX. Course Policies: Student Expectations

Disability Access: Federal law prohibits discrimination on the basis of a disability. Under the guidelines of the Americans with Disabilities Act, the College will provide reasonable accommodations to persons with documented disabilities. Therefore, if you are in need of or have any questions regarding accommodations or services, please contact **Mr. Anthony Phifer, Director, Office of Services for the Differently-Abled (Bedford Building Room 1024) at 718-270-5027 or aphifer@mec.cuny.edu.** Any

information provided to the office will be confidential and will not be released without your permission.

Attendance Policy: Although there is not a formal attendance or punctuality policy for the course, please keep in mind that much of your grade is dependent on quizzes and activities that will be completed during class. Therefore, it is in your best interest to attend class. Your understanding of the material will be facilitated if you attend each class session. You are responsible for obtaining all lecture notes, handouts, and assignments on the days that you miss.

Professionalism Policy: If you arrive to class late, please take the first available empty seat and be as quiet as possible when entering the classroom. Remember to turn off your phone.

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Academic integrity is at the core of a college or university education. Faculty assign essays, exams, quizzes, projects, and so on both to extend the learning done in the classroom and as a means of assessing that learning. When students violate the academic integrity policy (i.e., "cheat"), they are committing an act of theft that can cause real harm to themselves and others including, but not limited to, their classmates, their faculty, and the caregivers who may be funding their education. Academic dishonesty confers an unfair advantage over others, which undermines educational equity and fairness. Students who cheat place their college's accreditation and their own future prospects in jeopardy.

Please visit the following hyperlink to review the complete policy:

http://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/policies-resources/Academic-Integrity-Policy.pdf

College Learning Center, Writing Center, and Academic Computing Labs: All students have access to the College Learning Center, Writing Center, and Academic Computing Labs. Please locate these Centers and use these resources.

DEPARTMENTAL ADVISEMENT

If you are an Education major completing courses in the Pre-Professional level of the Teacher Education degree program, or a Transfer Student and have not yet been formally admitted to one

of the three BA degree programs, your advisor is **Dr. Alicia Collins**. You are required to contact her immediately and make an appointment to review your program of study. Dr. Collins' office is located in Room 1011 in the Bedford Avenue building. Her telephone number is **(718) 270-4991** and her email is acollins@mec.cuny.edu.
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SYLALABUS IS SUBJET TO CHANGE

Schedule: EDUC 152 – INTRODUCTION TO SPECIAL EDUCATION

CLASS DATES	CONTENT AND CEC STANDARDS ALIGNMENT	LEARNING EXPERIENCES
1/25/25	**INTRODUCTION TO THE COURSE** Course Overview, Expectations and Introductions Code of Ethics Group Assignments Group Dynamics Discussion & Activity	Review and discussion of Education Dept. Performance Standards, NYSTCE requirements and CEC Standards to be addressed in course. Written Reflections on Personal Experiences with Disability Class Activity Reviewing Guides for Classroom Observations
2/1/25	**CHAPTER 1** **EXCEPTIONALITY AND SPECIAL EDUCATION** Educational Definition of Exceptional Learners, Prevalence of Exceptional Learners, Definition of Special Education Providing Special Education, Teachers' Roles and Responsibilities, Origins/History of Special Education, Laws and Trends in Legislation and Litigation, Progress of Special Education **CHAPTER 2:** **CURRENT PRACTICES** Integration into the Larger Society, Participation in General Assessments of Progress, Access to New Technologies, Early Intervention, Transition to Adulthood, Discipline of Students with Disabilities	Use of People-First Language
2/8/25	**CHAPTER 3:** **MULTICULTURAL AND BILINGUAL ASPECTS OF SPECIAL EDUCATION**	

	Education and Cultural Diversity, Implementing Multicultural and Bilingual Special Education, Assessment Issues Instruction Issues, Socialization **CHAPTER 4: PARENTS AND FAMILIES** Professionals' Changing Views of Parents The Effects of a Child with a Disability on the Family Family Involvement in Treatment and Education	
2/15/25	**CHAPTER 5** **LEARNERS WITH INTELLECTUAL DISABILITIES** **[**MENTAL RETARDATION**]** **(**Definitions, Prevalence, Causes, Assessments, Psychological and Behavioral Characteristics, Educational Considerations, Early Intervention, Transition to Adulthood **CHAPTER 6:** **LEARNERS WITH LEARNING DISABILITIES** Definitions, Prevalence, Causes, Assessments, Psychological and Behavioral Characteristics, Educational Considerations, Early Intervention, Transition to Adulthood	Movie Review - DUE
2/22/25	**CHAPTER 7** **LEARNERS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER** History of ADHD, Definitions, Prevalence, Causes, Assessments, Psychological and Behavioral Characteristics, Educational Considerations, Medication Considerations, Early Intervention, Transition to Adulthood **CHAPTER 8** **LEARNERS WITH EMOTIONAL AND BEHAVIORAL DISORDERS** Terminology, Definition, Prevalence, Causes, Assessment, Psychological and Behavioral Characteristics, Educational Considerations, Medication Considerations, Early Intervention, Transition to Adulthood	
3/1/25	**CHAPTER 9: LEARNERS WITH AUTISM SPECTRUM DISORDERS** Definitions, Prevalence, Language Development and Language Disorders, Educational Considerations, Communication Variations, Speech Disorders, Early Intervention, Transition to Adulthood **CHAPTER 10:** **LEARNERS WITH COMMUNICATION DISORDERS**	

	Definition and Classification, Prevalence, Measurement of Hearing Ability, Causes, Psychological and Behavioral Characteristics, Educational Considerations, Early Intervention, Transition to Adulthood, Assistive Technology	
3/8/25	**MIDTERM**	
3/15/25	**CHAPTER 11:** **LEARNERS WHO ARE DEAF AND HARD OF HEARING** Definition and Classification, Prevalence, Measurement of Visual Acuity, Causes OF Visual Impairments, Psychological and Behavioral Characteristics, Educational Considerations, Educational Placement Models, Early Intervention, Transition to Adulthood, Assistive Technology	
3/22/25	**THE INDIVIDUALIZED EDUCATION PLAN (IEP)** Laws, Policies and Ethical Principles, Due Process Rights Pre-referral, Child Study Team, Referral, Testing and Evaluation, IEP Participation/Eligibility, Planning and Delivering Services/Implementation, Collaboration with Families/Annual Review Family Involvement in Treatment and Education	Class Activity Developing IEPs – Writing Assignment to be completed for Homework Video Workshop: *What's Best for Matthew* – Brigham Young University Case Study Role play Activities
3/29/25	**CHAPTER 12:** **LEARNERS WITH BLINDNESS OR LOW VISION** Definitions and Characteristics, Prevalence, Causes Educational Considerations	Video: Without Pity narrated by Christopher Reeve
4/5/25	**CHAPTER 13:** **Learners with LOW-INCIDENCE, MULTIPLE & SEVERE DISABILITIES** Definition, Prevalence, Causes of Traumatic Brain Injury (TBI), Deaf- Blindness Educational Considerations, Early Intervention, Transition to Adulthood	**Field Experience Logs/Report** **(6 hours – Observing)**

4/12/25	**No Classes Scheduled**	
4/19/25	**No Classes Scheduled**	
4/26/25	**MOCK CONFERENCE** **POSTER PRESENTATIONS (GROUP)** **[CEC 2, 3, 4, 6, 9]**	**MOCK CONFERENCE** **(Mandatory Attendance & Participation)**
5/3/25	**CHAPTER 14:** **LEARNERS WITH PHYSICAL DISABILITIES AND OTHER HEALTH IMPAIRMENTS** Definition and Classification, Prevalence and Need, Neuro-motor Impairments, Orthopedic and Musculoskeletal Disorders, Other Conditions Affecting Health of Physical Ability, Prevention of Physical Disabilities, Psychological and Behavioral Characteristics, Prosthetics, Orthotics, and Adaptive Devices for Daily Living, Educational Considerations, Early Intervention, Transition to Adulthood	
5/10/25	**CHAPTER 15: LEARNERS WITH SPECIAL GIFTS AND TALENTS** Definition, Prevalence, Origins of Giftedness, Identification of Giftedness, Psychological and Behavioral Characteristics Cultural Values Regarding Students with Special Gifts or Talents and Their Education Neglected Groups of Students with Special Gifts Educational Considerations, Early Intervention, Transition to Adulthood	
5/17/25	**Final Exam**	

X. Course Assignments & Assessment Rubrics

Examinations: EDUC 152 is a comprehensive foundation course required by all teacher candidates in the Education Degree Programs at MEC. As such, the examinations will be a combination of multiple choice questions on each area of exceptionality, definitions of key terms used in special education, true/false questions based on fact and misconceptions about exceptionalities, content knowledge essays about special education processes and issues, and reflective essays on meeting the Unit and CEC Standards.

- Mid-term examination (25 points).
- Cumulative final examination (25 points).

LEARNING EXPERIENCES

1. **Read assigned chapters on attached course schedule/class calendar.**
Full Participation in class discussions of theory and practice is required.

2. **Movie Review**: Assignments 1 (Written Assignment)
UNIT STANDARDS 3: ANALYTICAL ABILITY and 6: EFFECTIVE COMMUNICATION
ATSW STANDARD IV: THE PROFESSIONAL ENVIRONMENT
CEC STANDARD 7: Professionalism and Ethical Practice

Articles to be reviewed will be distributed in class. You are required to critically review the article and write a short essay on your position. Your essay should reflect your personal views about the issues raised in the articles. Your reviews require that you carefully analyze the issues based on your current knowledge gained from literature, class discussions and current practices in the field. Your essay should also provide suggestions for resolving the issues. Your essay should be **at least two-three pages**, **double-spaced**, with **one-inch margins**. Due date is indicated on the class calendar.

Assessment

Essays will be evaluated based on the performance standards indicated below and detailed in the following rubric.

Assessment Rubric1: Literature Review

Standards-Based Assessment	**Unsatisfactory D/F Below 11**	**Emerging C/C+ 11-14**	**Competent B-/B/B+ 15-17**	**Exemplary A-/A 18-20**
MEC: 3.1 **Analytic Ability** ***Candidate effectively and comprehensively deconstructs texts to uncover hidden meanings, to***	Candidate's essay does not meet the criteria	Candidate's essay summarizes the article and **does not critically analyze it to uncover hidden meanings beyond**	Candidate's essay presents a **critical analysis** of **most of the key points of view** in the article. Candidate **makes connections to**	**Candidate's essay presents a detailed and critical analysis of the key points of view in the article and provides a discussion of the**

discern points of view that shape texts, and to make connections between texts, their personal experiences, and other related texts. [CEC: 7]		**the key points of view**. Candidate makes **limited connections** to **<u>either</u>** a personal experience **<u>or</u>** the text.	**either personal experiences or course text** and provides **some examples to support own position** on the key issues identified.	**implications discerned from hidden meanings about the issues raised. Candidate makes connections to personal experiences, course work and other texts and provides clear examples to support own position on the key issues identified.**
MEC: 6.1 **Effective Communication** ***Candidate uses and applies Standard Written English.***	**Candidate's essay does not meet the criteria**	**Candidate's essay demonstrates limited ability to produce written expressions in appropriate Standard English.**	**Candidate's essay demonstrates growing effectiveness in writing appropriate Standard English.**	**Candidate's essay demonstrates proficiency in writing appropriate Standard English.**

PERFORMANCE SUMMARY TABLE

Dimensions/Standards	Competency Level	Score Grade
Analytical Ability: Candidate effectively and comprehensively deconstructs texts to uncover hidden meanings, to discern points of view that shape texts, and to make connections between texts, their personal experiences, and other related texts **Effective Communication:** Candidate uses and applies Standard Written English		
Overall Score/Grade		

3. **Group Project - MOCK CONFERENCE** (Assignment 2)
UNIT STANDARDS: 1 – KNOWLEDGE; 4 - CREATIVITY, 5- PROFESSIONALISM; 6 - EFFECTIVE COMMUNICATION and 7- COLLABORATION

CEC STANDARDS: 2 – Partnering with Families 3 – Collaboration and Teaming 4 – Assessment Processes
6 – Using Responsive and Reciprocal Interactions, Interventions, and Instruction

KEY ASSESSMENT EDUC 152: POSTER PRESENTATION - PUBLIC AWARENESS ON DISABILITIES

Groups will create posters, videos, and technology presentations on categories of disabilities to be publicly displayed in a Mock Conference setting. The Disability Topics are **Autism, Severe Intellectual Disability** and **Traumatic Brain Injury.**

Content

Each group must select an audience for your disability topic and provide information and materials relevant to the audience you select (e.g. severe intellectual disability – information and materials for **teachers** of students with severe intellectual disabilities/mental retardation). Regardless of your audience, it is important to include educational considerations for persons with the disabilities, indicating individual learning differences and instructional strategies that will appropriately address these differences.

Format

No specific format. Groups are advised to thoroughly research their areas of concentration using a variety of sources and make presentations in interesting and creative ways, including the use of technology. **All groups must prepare and use a Poster Board during their presentations**.

Assessment

A following rubric will be used to assess group performances on the oral presentations. The rubric will incorporate the Standards for this learning experience and will be discussed in class. Learning experiences on *Group Dynamics* will also be carried out in class to teach skills on how to work effectively in groups.

ASSESSMENT RUBRIC 2: MOCK CONFERENCE/POSTER PRESENTATIONS (Group Project)

DIMENSIONS	**EXEMPLARY 45-50 A-/A**	**COMPETENT 36- 44 B-/B/B+**	**EMERGING 29-35 C/C+**	**UNSATISFACTORY Below 29 D/F**
KNOWLEDGE Candidates select and present information that demonstrates their knowledge of typical and atypical child development, and discuss the	*1.9 Understand child development, characteristics, and needs* *1.10 Understand exceptionalities and the impact these conditions have on the development and performance of children*			
	*Candidates **accurately and comprehensively presented information on their disability area,** including characteristics and needs of exceptional children and the*	*Candidates presented **accurate information on their disability area**, including characteristics and needs of exceptional*	*Candidates presented **mostly accurate information on their disability area**, including*	*Candidates did not meet the criteria*

impact that the specific disability can have on families and on the development and performance of children (10 points)	*impact on families and made **several important and specific comparisons** between typical and atypical child development, **from both textual and observational sources** using **a wide range of appropriate examples** to clarify their ideas.*	*children and the impact on families, and made **generic comparisons** between typical and atypical child development **from either textual or observational source**, using **examples** to clarify their ideas.*	*characteristics and needs of exceptional children and the impact on families,* **but did not make clear comparisons** *between typical and atypical child development **or use appropriate examples** to clarify ideas.*	
CREATIVITY *Candidates develop and present materials that utilize their imaginative capacities and are relevant for both their audience and recipients* (10 points)	*4.1: Demonstrate imagination and innovation in their college assignments and requirements* *4.5: View technology as a path to new and effective ways of teaching and learning*			
	Candidates conceptualized and implemented **multiple strategies** of presenting information (discussion, demonstration, workshop model, drama, role-play, etc). They utilized **extensive and effective self-made and provider resources and materials**, such as visual aids, brochures, handouts, assistive technology, etc. to present information and **seamlessly incorporated all their resources** to provide accurate and current account on their topic.	Candidates conceptualized and implemented a few strategies to present information (discussion, demonstration, workshop model, drama, role-play, etc). They utilized some **appropriate provider resources and materials (**visual aids, brochures, handouts, etc.) to present information and **incorporated most of them** to provide accurate and current account on their topic.	Candidates utilized a favored/singular strategy to present information. They utilized **few basic resources or** incorporated **too few materials** to provide accurate and current accounts on their topic	*Candidates did not meet the criteria*
PROFESSIONALISM Candidates engage in professional activities by seeking out information from all constituents to improve their own learning and understanding of their topic. (10 points)	*5.1 Approach learning through a reflective stance, one that includes raising questions, applying critical criteria, and re-imagining what has been accomplished* *5.8: Understand the ethical, legal, social and human issues that comprise their professional bailiwick*			
	Candidates eloquently discuss established relationships and activities that contributed to their presentation, including meeting with parents, schools, service providers and persons with disabilities. Their account demonstrates a **clear understanding of the code of ethics** that comprise the	Candidates discuss established relationships and activities that contributed to their presentation, including meeting with parents, schools, service providers and persons with disabilities. Their account demonstrates **understanding of most**	Candidates discuss established relationships and activities that contributed to their presentation, among them, meeting with parents, schools, service providers or persons with disabilities. Their account	*Candidates did not meet the criteria*

	professional bailiwick, including **consent, cultural sensitivity** and **their own limitations.**	**ethical codes**, including consent and cultural sensitivity.	demonstrates a **growing familiarity of ethical codes** such as consent or cultural sensitivity.	
EFFECTIVE COMMUNICATION Candidates model the appropriate use of Standard English or other dominant language model (e.g. sign language) to effectively engage audience. Candidates use technology and technology devices effectively to enhance presentation and capture audience's attention Candidates use basic statistical concepts to highlight prevalence of their disability topic (10 points)	*6.1: Use and apply standard written English, where appropriate* *6.2: Use "dominant" oral language, where appropriate* *6.5 Use technology as an efficient and innovative means of communication* *6.6: Apply basic mathematical concepts to everyday situations*			
	Candidates are informed when speaking (**without reference to notes)**, use appropriate language models that **clearly articulate understanding and meaning through vocal expressions, showing mastery and poise**, and make **sustained eye contact with audience, engaging all parts of the room, motivating audience to want to listen and participate**. Technology use reflects aesthetic creativity and accuracy and was incorporated masterfully during presentation to support and clarify information for audience. Candidates are proficient in using statistical concepts to **analyze, interpret and generalize** prevalence of disability in **local, regional and national contexts**.	Candidates are generally informed when speaking **with some referencing to notes**, use appropriate language models that **show a growing effectiveness in oral expression while learning to code switch**, and **connected with audience for the most part.** . Technology use reflects creativity and accuracy but needed more aesthetics to support and clarify information for audience. Candidates are able to use some statistical concepts to **analyze and interpret prevalence** of disability in **at least two contexts** (local, regional, **<u>or</u>** national).	Candidates are able to discuss some of the information while **reading notes and/or scripts** and **make little contact with the audience.** Show **limited ability in fluency and vocal variety in oral language expression.** Technology use indicated a few flaws in accurately highlighting information to support message for audience Candidates show **limited application** of basic statistical concepts in highlighting prevalence of disability (only **in one context –** local, regional, or national)	*Candidates did not meet the criteria*
COLLABORATION Candidates demonstrate shared input, collegiality and team spirit (5 points)	7.4 Value others' ideas and other points of view and recognizes that there is power in combining ideas			
	Candidates' body language and oral expressions reflect **support for each other's role and ideas**, **shared responsibilities of tasks among all members of the group** and **collaborative**	Candidates' body language and oral expressions reflect **support for each other's role and ideas** and **shared responsibilities of**	Candidates' body language and oral expressions reflect support for the roles and ideas of **some members** of the group and **unequal**	*Candidates did not meet the criteria*

	consultation with other key constituents (parents, schools, service providers, etc.) in planning and preparing presentation.	**tasks** among all group members.	**distribution of tasks** among all group members	
POSTER Candidates create a poster that clearly depicts relevant information on their disability topic and use it to effectively enhance, support and clarify discussion of topic (5 points)	Creation and use of Poster to support and clarify points and enhance presentation			
	Poster reflects **original and creative display of accurate and relevant information for audience,** and was **incorporated masterfully throughout presentation** to enhance, support and clarify points.	Poster reflects **creative display of accurate and relevant information for audience,** and was **incorporated at particular points** during presentation to enhance, support and clarify points.	Poster reflects **creative display of mostly accurate and relevant information for audience,** but was **only used at end** of presentation and **did not effectively and timely** support and clarify points when they were made.	*Candidates did not meet the criteria*

PERFORMANCE SUMMARY SHEET

Dimensions	**Competency Level**	**Score**	**Total Score/ Grade**
Knowledge: Candidates select and present information that demonstrates their knowledge of typical and atypical child development, and discuss the impact that the specific disability can have on families and the development and performance of children **Creativity**: Candidates develop and present materials that utilize their imaginative capacities and are relevant for both their audience and recipients **Professionalism:** Candidates engage in professional activities by seeking out information from all constituents to improve their own learning and understanding of their topic. **Effective Communication**: Candidates model the appropriate use of Standard English or other dominant language model (e.g. sign language) to effectively engage audience. Candidates **use technology effectively** to enhance presentation and capture audience's attention Candidates **use basic statistical concepts** to highlight prevalence of their disability topic **Collaboration**: Candidates demonstrate shared input, collegiality and team spirit			

Poster: Candidates create a poster that clearly depicts relevant information on their disability topic and use it to effectively enhance, support and clarify discussion of topic

4. **Field Experience and Report**: Assignment 3

UNIT STANDARDS 1 – KNOWLEDGE, 2- PERSONAL AND GLOBAL CONSCIOUSNESS, 6 – EFFECTIVE COMMUUNICATION and 7- COLLABORATION

CEC STANDARDS: 2 – Partnering with Families, 5 – Application of Curriculum Frameworks in the Planning of Meaningful Learning Experience, 7 – Professional and Ethical Practice

Each group will submit an essay of no less than five pages on their Field work. To inform your group presentations, you are expected to conduct field observations of appropriate settings/organizations to show how your specific concentrations/disability areas are applied in those settings. Therefore, your report should include the following:

1. Introduction (Objective of the Assignment).
2. Description of the Assignment.
3. Details about your specific choice of topic and its relevance to your audience.
4. The process for gathering information and preparing the presentation, the distribution of tasks, and your collaborative efforts.
5. Reflections – Did you achieve your objective? What was the impact of this learning experience on the group? What lessons did you learn? What things would you do differently? Which performance standards did you meet in completing this project and which standards need improvement.
6. Credits – Please cite all references in your report and issue credits on Presentations.

Assessment

Essays will be evaluated based on completion of the six points highlighted above, your ability to make connections to literature, classroom discussions and field experiences, and the articulation of your knowledge, skills and dispositions as they relate to your performance standards. The following rubric will be used to assess group reports.

Assessment Rubric 3: Field Reports (Group Project)

Standards-Based Assessment	**Unsatisfactory D/F**	**Emerging C/C+**	**Competent B-/B/B+**	**Exemplary A-/A**
MEC: 1:10	**Below 11**	**11 -14**	**15-17**	**18-20**
KNOWLEDGE *Candidates understand exceptionalities and the impact these conditions have on families and the development and performance of children*	Candidates do not submit assignment. Candidates' work does not demonstrate knowledge of exceptionalities and the impact on families and children's learning or development	Candidates' group report demonstrates **basic textual knowledge** of their disability topic and the impact on families and children's learning of **a few skills.**	Candidates' group report demonstrates **knowledge** of their disability topic **garnered from text or research literature and field experience**. Their discussion shows their understanding of the impact on **families,** children's	Candidates' group report demonstrates **in-depth knowledge of their disability** topic garnered from **text, research literature and field experience**. Their discussion shows their full understanding of **the impact on children's learning and development of academic, social and**

CEC 2			**learning and development of academic and daily living skills.**	**daily living skills as well as the impact on families.**
MEC: 2.1 **PERSONAL & GLOBAL CONSCIOUSNESS** *Candidates examine their own beliefs, values, and perspectives and contextualizes these within a larger cultural context*	Candidates do not submit assignment. Candidates' work does not reflect on their beliefs, values and perspectives as they relate to the larger cultural context	Candidates' work includes **some group members' reflections** on their beliefs, values and perspectives on disabilities as they relate to the larger cultural context of **either home or school**.	Candidates' work includes **whole group reflections** on their beliefs, values and perspectives on disabilities as they relate to the larger cultural contexts of **both home and school.**	Candidates' work includes **extensive individual and group reflections** on their beliefs, values and perspectives as they relate to the **larger cultural contexts of home, school and community.**
MEC 6.1 **EFFECTIVE COMMUNICATION** *Candidates use and apply Standard Written English.* **CEC 5**	Candidates do not submit assignment. Candidate is unable to convey ideas in a clear and coherent form using Written Standard English.	Candidates' report shows limited ability to formulate and articulate ideas in Standard Written English: **Several structural flaws are present, lack of use of professional jargon and poor editing.**	Candidates' report shows **growing effectiveness in formulating and articulating their ideas** in Standard Written English, but **requires more use of professional jargon.**	Candidates' report **skillfully and clearly formulates and articulates ideas using Standard Written English**, including **proper citations and use of professional jargon.**
MEC: 7.1 -7.5 **COLLABORATION** *Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.* ***CEC 7***	Candidates do not submit assignment. Candidates' report is an individualistic submission that does not convey group effort.	Candidates' report reflects limited **engagement as a group** in that **one or two members were not cooperative** in planning, completing tasks and contributing to the project.	Candidates' report reflects **adequate engagement as a group in cooperatively planning, completing assigned tasks and contributing to the project.**	Candidates' report reflects **extensive engagement as a group** in **cooperatively planning, completing assigned tasks and contributing to the project** as well as **seeking out and building relationships with other constituencies beyond the requirements of the assignment.**

PERFORMANCE SUMMARY TABLE

Dimensions	Competency Level	Score	Total Score/ Grade

Knowledge:
Candidates understand exceptionalities and the impact these conditions have on families and the development and performance of children
Personal and Global Consciousness:
Candidates examine their own beliefs, values, and perspectives and contextualizes these within a larger cultural context
Effective Communication:
Candidates use and apply Standard Written English

Collaboration:
Candidates work effectively with other constituencies by seeking out others' ideas, valuing multiple points of view, and building cooperative relationships.

NOTE: ASSIGNMENTS #2 and #3 will constitute your exercises in collaboration, in practicing effective communication, as well as your engagement in early field experiences. Reports are to be type-written, double-spaced with 1-inch margins. You will complete 3 hours of field visit with a supervisor for EDUC 502 (See EDUC 502 Syllabus). The remaining 3 hours are to be used for visits to sites of choice to gather information for your group poster presentation topic (Assignment 2).

PORTFOLIO

This course has an Education Department mandated learning experience, which is based on Unit Standards and CEC Standards for the course. Each candidate must include the learning experience identified as **Assignment #2 and #3** in his/her portfolio under the appropriate standard(s). The completed assessment rubric, and the actual grade based on the assignment and the reflection must be included in your Portfolio.