

Course Number and Title

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Course Description & Information

Course Description Investigation of the historical, philosophical, legal, political and sociological constructions of disability in education. Analysis of application of current law to classroom and school policies and practices. This is a 3-unit UDL specialization course.

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Online Learning Requirements To be successful academically, online students must be able to navigate and search the web, use email, attach and upload documents, download and save files, and have access to and use Microsoft Word, Excel and PowerPoint. It is also expected of all students to be familiar with multi-media and related video-production software (QuickTime, Flash, LiveSlideShow, etc.) as well as free downloadable communication systems such as Skype. Please refer to the new student orientation course if you have questions on any of these items.

Required Readings Gordon, D. T., Gravel, J. W., & Schifter, L. A. (2009). Chapter 3: Policy foundations of universal design for learning. *A Policy Reader in Universal Design for Learning*, (pp. 35-45). Cambridge, MA: Harvard Education Press.
Valle, J. W., & Connor, D. J. (2011). *Rethinking disability: A disability studies approach to inclusive practices*. McGraw-Hill Companies, Incorporated.

Technological Requirements and Troubleshooting

Course access and navigation All course-related information is posted on the Blackboard e-learning platform and can be accessed through the USD student portal.

<http://ole.sandiego.edu>

Recommended Browser **Firefox** is the recommended browser for use with Blackboard on both the Mac and PC. The Final Release Channel version of Firefox is listed as certified or compatible with Blackboard.

Chrome (Mac/Windows) is also a supported browser.

Blackboard lists the most current browser compatibility information on its site, [here](#). (www.blackboard.com)

If you're having browser issues or your browser is locking up, try clearing your browser's cache. Instructions for clearing your cache on the most common browsers are found [here](#). (<http://www.wikihow.com/Clear-Your-Browser%27s-Cache>)

If components of your course are missing or broken, check to see whether your system is running the most current version of [Java](#). (<http://www.java.com/en/>)

Windows Users: Test your version of Java here:

<http://www.java.com/en/download/testjava.jsp>

Mac Users: Click: Apple > Software Update

You can download the latest version of Java [here](#) (<http://www.java.com/en/>).

Plugins The Adobe Reader Plugin is required for some content in this course. Users may need to download and install the most current version of Adobe Reader, which includes the plugin. Visit [Adobe's website](#) (<http://www.adobe.com/products/reader.html>) to download the most current version for your system.

Some Mac users may experience further issues when using Safari or Firefox. The best known solution is a free plugin download called [Schubert|it PDF Browser Plugin](#) (<http://www.schubert-it.com/pluginpdf/>).

Please clear your browser's cache and restart your browser after installing the plug-in.

Firefox: Firefox menu > Preferences > Advanced > Network > Offline Storage > Clear Now

The **QuickTime Plugin** is required for some content in this course. Windows users may need to download and install the QuickTime Plugin. To install the QuickTime Plugin in Firefox, follow [Mozilla's instructions](#) (<http://support.mozilla.org/en-US/kb/quicktime-plugin-play-audio-and->

[video?redirectlocale=en-US&redirectslug=Using+the+QuickTime+plugin+with+Firefox](#)). To Install QuickTime in other browsers or update QuickTime in Windows, visit [Apple's QuickTime download page \(http://www.apple.com/quicktime/download/\)](#).

Technical Support ITS Help Desk

(619) 260-7900
help@san Diego.edu

[Back to Top](#) For basic questions you can contact the Program Coordinator during regular business hours.

Course Learning Outcomes

21st Century Skills

- Develop a nuanced understanding of the history and controversies surrounding disability laws and policies in schools, including the involvement of people with disabilities in policy work.
- Engage in thinking about the ways policy might impact the trajectories of individual students.
- Explain the concept and rationale, challenges and advantages of universal design for learning (UDL) policy in schools.

Equity and Social Justice

- Analyze the intersections of race, disability, and other differences and how beliefs and attitudes shape policy in international contexts.
- Explore potential policy solutions for dismantling the school-to-prison pipeline, for handling bullying issues, and for using technology to enhance access to learning.

Classroom Inquiry

- Conduct a thorough analysis of a specific disability policy.
- Design and implement a plan for engaging students in policy discussion.
- Identify ways that educators can advocate for better policies to support students with disabilities.

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Course Grading and Evaluation

Grading Criteria The following are the assignments to be used in assessing student performance. The related grading weight is based on a 1000 point system:

Points	Percentage	Assignment
315	32	Discussions
215	13	Journal

50	5	Quiz
210	21	Assignments
300	30	Final Project
1,000 points	100%	Total

Grading
Breakdown

Letter grade	1000 point score
A	940-1000
A-	900-939
B+	870-899
B	830-869
B-	800-829
C+	760-799
C	730-759
C-	690-729
D+	660-689
D	630-659
D-	600-629
F	0-599

Discussion Board
Criteria

Every module includes a forum with at least 1 discussion question. An initial response to each thread prompt is due by day 4 of the week assigned. Participants are also expected to engage actively in ongoing conversation with classmates in the discussion threads by posting at least two additional substantive contributions to each discussion thread by the end of the module.

Criteria	Achievement		
	Meets or Exceeds Expectations 80 – 100%	Approaching Expectations 70 – 79.9%	Below Expectations 69.9% or Less
Initial Response 60%	Initial post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience to substantiate response.	Initial post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration.	Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context. Non-performance

<p>Follow-up Response</p> <p>40%</p>	<p>Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust responses from peers and are supported by examples, relevant experience, and further questioning.</p>	<p>Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue.</p>	<p>Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical.</p> <p>No responses to peers.</p>
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Requesting ADA Accommodations

The University of San Diego is committed to promoting knowledge and academic excellence for all learners. The University of San Diego's [Disability Services](#) helps students with verified disabilities obtain meaningful academic accommodations and support to help improve access to Professional and Continuing Education programs and courses.

If you are a student who would like to be considered for academic accommodations, please visit the [Disability Services website](#) and follow the instructions under [Requesting Services](#).

Make-Up & Late Work

Late assignments will NOT be accepted unless there are significant extenuating circumstances, and we discuss this matter in advance of the assignment deadline.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work **no later than the end of the tenth week of the next semester**, otherwise the "I" grade will become a permanent "F."

Extra Credit

There are no opportunities for extra credit in this course.

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Learner Responsibilities

Research has shown that online students are self-starters and highly motivated. The fact that you sought out this learning experience and are enrolled in an online class attests to that fact. You may have taken an online class prior to this, or this could be your first experience with online education. Taking some time to plan for your course of study can yield benefits and help ensure success.

Time Commitment

Any course of study requires a "time" for class. This online instructional environment requires you to arrange your schedule to allow time for you to "attend" class on a regular basis each week. The time you select is not

important, but it is important that you log into your Blackboard course and complete the activities and assignments on a regular basis. Each credit unit is equals 12.5 core instruction hours therefore in this 3-unit course you will have 37.5 instructional hours plus 75 hours of other course activities. You can expect to spend about 15 – 18 hours per week in the class.

Online forum discussions are more valuable when all members of the group participate. Waiting until the last minute of the final due date for postings to log into the course does not contribute to the dialog. Planning a space and time for studying and accessing the course is paramount to your success.

Student Conduct/ Netiquette

Online learning brings together students from diverse locations and populations. This creates potential for a rich learning community and also creates a need for thoughtful, courteous communications. Use a professional and collegial tone in course dialogue. Refrain from using inappropriate or offensive language. Humor can sometimes be a challenge because of the lack of cues such as facial and body gestures and voice inflection in the online forums. Be sensitive to these limitations and respectful to all participants.

Building Community

University of San Diego online courses are designed to be community-centered learning environments. This means that the courses are designed to foster connections among the participants as you explore common learning goals and interests. Each student is an individual, adult learner, bringing unique characteristics and experiences to the online classroom. Online learning experiences can be optimized when students and the instructor get to know each other. Learn to use all the course tools and begin creating connections right away. Building a classroom community helps ensure successful learning. It is the responsibility of all members of class to foster social and information interactions. Thoughtfully share a bit about yourself, your ideas, experiences and new knowledge in the class forums to promote a collaborative, rich learning environment.

Plagiarism & Academic Integrity

Academic Integrity

Students are expected to be knowledgeable about the principles of academic honesty and their application at the University of San Diego. The Course Overview area of each course provides the Academic Integrity Policy. You will be required to read the statement and pledge that you will adhere to the standards prior to beginning the course. Academic dishonesty erodes the quality of scholarship and learning. As a student at the University of San Diego, it is your responsibility to report incidents of academic dishonesty to the proper authorities.

Avoiding Plagiarism

The nature of education and scholarship is the sharing of theories and ideas. Avoid plagiarizing by providing a citation whenever you use the words or ideas of others. It is your responsibility to give credit to the sources of information you consult when developing written work. For this course you are expected to use APA for both formatting and citing references in your papers.

Withdrawal from Class

If you decide not to take a course that you registered for, you must contact the Program Coordinator on the first day of class. If you fail to officially withdraw, you will be assigned a grade of "F" and charged for the class

Course Surveys SOLES Course Evaluations are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students via a Qualtrics web link posted in the course during the final two weeks of the course.

Academic
Grievance
Procedures

Concern about academic issues should first be raised with your faculty. If dissatisfied, you should first contact the Academic Program Coordinator.

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Participation Requirements

You need to check your course every day and monitor/track deadlines accordingly. Participation and regular attendance is an integral part of your overall success in the course.

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Course Outline

The following outline contains specific information on the learning modules, learning outcomes, and assignments.

Module 1: Ideology and Policy (Part One: Disability Meets School Practice)

Overview

This module presents legislation and policy as it relates to disability in schools. What laws have been enacted to promote the education of students with disabilities? What are the provisions made by the IDEA and the Elementary and Secondary Act? How do these laws impact the work teachers do in classrooms? As you critically examine these questions, you will consider the ideology behind the laws and identify benefits and shortcomings of how the law is applied in schools.

Module Learning Outcomes

By the end of this Module, you will be able to:

- Explain the role that the courts have played in the education of children with disabilities.
- Summarize the major provisions contained in IDEA and NCLB (a.k.a. Elementary and Secondary Education Act).

Readings

- *Disability and the Education System*
- *Teaching in Today's Inclusive Classrooms: Your Journey Begins*
- Ch. 3, "Policy Foundations of Universal Design for Learning," from *A Policy Reader in Universal Design for Learning*

Presentations

- *Ideology and Policy: Disability Meets School Practice*
- *The Power of the 504*
- *American disability rights activist Judith Heumann*

Discussion Questions

1. Introductions

Please share a little about yourself:

- Who are you?
- What is your teaching background?
- What is one school policy that you love or hate? Why?

(Consider responding to this creatively with a hyperlink to a [VoiceThread](#), [ScreenCast](#), or [YouTube](#) or with a photo you'd like to share.)

2. Litigation and Legislation

Discuss how litigation and legislation have worked together to enhance educational opportunities for learners and answer one of the following:

- What are the perceived advantages and disadvantages of NCLB and IDEA at the local level? Will the ESSA (Every Student Succeeds Act) improve education?
- How might an IEP and a Section 504 plan improve the quality of instruction for all students in an inclusive setting?

3. Speaking from Your Experience

While the US education system has greatly improved for students with disabilities, what shortcomings impact the lives of individuals today? What barriers do educators face in providing a FAPE to students with disabilities? What policies govern the education of students with disabilities at your school?

Assignment

1. Self-Assessment: Learning Connections

Create your own KWL chart to document what you already know (K) about disability law and policy, what you want (W) to know, and then what you learned (L) in the first week of this course. Use this template or another KWL graphic organizer of your choice.

2. Federal Law Quiz

3. Policy Research List

Research policies related to disability at your school or in another educational context. These may be international, national, state, district, or school site-specific policies. You may use multiple sources: government websites, district websites, school websites, teacher and student policy handbooks, memos from school administration, written or verbal information provided by special education staff, or witnessed action/policy that you have seen repeatedly at the school, but have not seen in writing. Create a simple list of the policies you find and the sources. (Next week, you will need to have collected 10-15 policies.)

Policies could be related to any of the following, or another topic of your choice: Mainstreaming, Inclusion, IEPs, 504 Plans, Placement, Segregation, Isolation Rooms, Restraint, Detention, Zero Tolerance, Testing, Curriculum Standards, Accommodations, Accessibility, Individualized Support, Collaboration, Transportation, Transition, Technology, Counseling, Therapy, Medication, Parent Involvement, Field Trips, Special Assemblies, Graduation Requirements, Privacy of Information, Use of Language, Use of Disability Labels, Teacher Training, Social Interaction, Bullying, Service Learning, Advocacy Instruction, Participation in Extra-Curricular Activities, Emergency Procedures, Funding

Note that you should begin working on this policy listing during Module 1. Your complete list of 10-15 policies will be due Day 7 of Module 2.

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Module 2: Ideology and Policy (Part Two: Disability History and Culture Meets School Practice)

Overview

This module presents a historical and cultural analysis of conceptualizations of disability and points to the legacy of these conceptualizations in schools. How do history and culture impact policies we create and use in schools? Do our cultural understandings of disability affect the ways we interact with students? You will be expected to critically examine issues surrounding disability in schools and consider the implications of controversies on school policy and the trajectories of students.

Module Learning Outcomes

By the end of this Module, you will be able to:

- Recognize the contributions of people with disabilities in policy work.
- Critically assess how historic and current beliefs and attitudes about disability impact policy.
- Evaluate the strengths and shortcomings, including the impact on trajectories of individual students, of policies related to disability.

Readings

- Ch. 4, 5, and 6 from *Disability Studies and the Inclusive Classroom: Critical Practices for Creating Least Restrictive Attitudes*
- Pp. 1-15, "Making Sense of Public School Culture and Context," and pp. 16-38, "Contemplating the (In)visibility of Disability," from, *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*.

Presentations

- *Disability History and Culture Meets School Practice*
- *World Without Bodies* Part I and Part II
- *Last America Freak Show*
- *Dwarf Theme Park in China*
- *Disability Rights Movement*

Discussion Questions

1. Informed by History

Post a response to two of the following and respond to the posts of your peers:

- How have early attitudes about disability left a legacy? In what ways do we still find these traces in current policy and practice?
- What part of disability history especially surprised you or interested you?
- What did the era of Civil Rights change for people with disabilities? How were policy changes enacted? How were people with disabilities involved in the changes?
- What are some of the controversies surrounding "soft" disability labels?

2. Special Education Policy Consequences

Valle and Connor (2011) outline some of the unintended consequences of special education policy.

Post a response to the following and respond to the posts of your peers:

- What are the intended and unintended consequences? In your opinion, what kind of changes could be made to uphold the positive results and avoid the negative results?
- How does ideology inform policy? Why is it important to question understandings of disability in relation to policy and law?

Assignments

1. Self-Assessment

How am I doing with the course so far? Do I need clarification from my instructor on anything at this point? What?

2. Policy Impact Journal

Choose a policy from the week's reading to reflect on. The purpose of this assignment is to build your policy analysis skills. Write a 2-page journal entry or create a 3-minute audio or video link that includes:

- A description of the policy
- Background information
- The rationale and ideology behind the policy
- The possible impact this policy may have on your students
- The possible impact this policy may have on other stakeholders.

The following are examples you may use as models:

- Journal Example 1
- Journal Example 2
- Journal Example 3

For help with the Blackboard Journal tool click [here](#). For help with recording audio these links may be helpful:

Record audio with Sound Recorder (Applies to Windows 7)
Audacity and Audacity Workshop

3. Policy Research List

Continue to research policies related to disability at your school or in another educational context. These may be international, national, state, district, or school site-specific policies. You may use multiple sources: government websites, district websites, school websites, teacher and student policy handbooks, memos from school administration, written or verbal information provided by special education staff, or witnessed action/policy that you have seen repeatedly at the school, but have not seen in writing. Create a simple list of the policies you find and the sources.

Policies could be related to any of the following, or another topic of your choice: Mainstreaming, Inclusion, IEPs, 504 Plans, Placement, Segregation, Isolation Rooms, Restraint, Detention, Zero Tolerance, Testing, Curriculum Standards, Accommodations, Accessibility, Individualized Support, Collaboration, Transportation, Transition, Technology, Counseling, Therapy, Medication, Parent Involvement, Field Trips, Special Assemblies, Graduation Requirements, Privacy of Information, Use of Language, Use of Disability Labels, Teacher Training, Social Interaction, Bullying, Service Learning, Advocacy Instruction, Participation in Extra-Curricular Activities, Emergency Procedures, Funding

This week, complete your list of 10-15 policies. Then, select one policy that is particularly interesting to you and that you will research in detail for your final project. In one paragraph, identify the policy you chose and describe why you are interested in researching it further. Include at least one historical or cultural reference in your description. Submit your complete list and the paragraph in one document. Click on the assignment title above to access the Assignment Drop Box.

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Module 3: Race, Difference, Disability—Is there a school-to-prison pipeline?

Overview

Module 3 focuses on the intersection of race, disability, and difference in schools, specifically as it relates to segregation, lowered expectations, outcomes, violence, and criminalization. Why are so many more students of color placed in special education? How do expectations impact outcomes? How can school communities better support all students? Should the police have a presence on school campuses?

In addition to considering these questions, you will also analyze the concept of least restrictive environment and other subjective concepts that are commonly used in policy to create loopholes. You will also consider the potential of "restorying" majoritarian narratives and make plans for discussing policy with students.

Module Learning Outcomes

By the end of this Module, you will be able to:

- Analyze the intersections of race, disability, and other differences in policy.
- Describe the concept of least restrictive environment and the challenges it presents for those interpreting policy.
- Critically discuss the "school-to-prison pipeline" and policy responses to exclusion, school violence, and bullying.
- Design a plan for engaging your school community in policy discussion.

Readings

- Teacher counternarratives: transgressing and 'restorying' disability in education
- Integration and Inclusion—A Troubling Nexus: Race, Disability, and Special Education
- These Deadly Times: Reconceptualizing School Violence by Using Critical Race Theory and Disability Studies

Presentations

- *CHOICES AND CHANCES: School Policies and Practices and the Experience of Exclusion*
- *Race, Disability, and Difference in School*
- *ABC NEWS Zero Tolerance School Discipline Policies*

Discussion Questions

1. Integration, Inclusion, and "Restorying"

Post a comment that addresses two of the following questions. Choose questions that allow you to reference both the Broderick, et al article and the Connor and Ferri article. Respond to your peers' posts.

- Why are racial and linguistic minority students, especially blacks, over-represented in special education?
- Do you feel the clause of Least Restrictive Environment in IDEA has been valuable or harmful to students? Why or why not?
- Why is integration and inclusion called a 'troubling nexus'?
- Are Brown and IDEA interdependent? Explain. What are the "unfulfilled promises" of Brown and IDEA?
- What is "restorying"? Do you think it could have effects on policies related to disability in schools? Why or why not?
- What are majoritarian narratives of disability and schooling?

School Violence and the Experience of Exclusion

Begin your post by sharing whether your response will reference the Watts and Erevelles reading or the Choices and Chances video, and then respond to three of the following questions and also respond to the posts of your peers.

- Why do Watts and Erevelles critique pragmatic responses to violence in schools?
- What critiques of school policy and practice do Lalitha Vasudevan, Michael Wilson, Joseph Mathews, and Cornel West offer?
- Why do some consider schooling to be pre incarceration? What is the merit to the argument?
- "What can be done to nurture the resiliency of oppressed people as they struggle against the structure of violence in their lives? What policy interventions can be implemented to make the daily struggles of oppressed people for survival a little easier? Will pedagogical practices and curricular content begin raising critical questions regarding the normal practices of school structures that are inherently violent, so that students can find more productive ways of challenging those structures? (294)"

Assignments

1. Classroom Discussion Plan

Watts and Erevelles (2004) ask, "Will pedagogical practices and curricular content begin raising critical questions regarding the normal practices of school structures that are inherently violent, so that students can find more productive ways of challenging those structures? (294)" Also speaking about school practice, Vasudevan, Wilson, Mathews, and West (2013) ask about "interrupting experiences of exclusion."

What critical questions related to school disability policy would be appropriate to raise with the students you teach? (i.e., bullying, discipline, community, inclusion/exclusion) Write a lesson plan for raising questions about policy and discussing student ideas. The plan can involve a 5-minute classroom discussion or something more extensive. Include how you would introduce the topic, how you would phrase your questions, any instructions and materials you would provide, and plans you have for managing potential controversy.

2. Policy Background Draft

Write a one-page introduction to the policy you have chosen to research. Include information about how the policy is used and what precipitated the creation of the policy. This will serve as the first section of your final paper. Cite multiple sources using APA style.

The following are examples you may use as models:

- Example 1
- Example 2

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Module 4: Bullying: A Policy Problem?

Overview

Although many of us have given some thought to the topic of bullying and have some personal experience to draw from, there is a wide range of opinion on what solutions may be most useful. This module focuses on the policy challenges of school bullying and the effectiveness of anti-bullying campaigns.

We ask: How are bullying incidents handled? Do we provide support to students on both ends of the bullying interaction? Are there any existing policies that create situations where bullying is perpetuated? Does anti-bullying curriculum work?

Exploring these questions, you will consider the cultural practices of competition and hierarchy as potential roots to the practice of bullying. You will also think critically about the bullying policies at your own school in relation to what research tells us.

Module Learning Outcomes

By the end of this Module, you will be able to:

- Analyze research related to anti-bullying efforts in schools.
- Debate the effectiveness of policy responses to bullying.
- Critique policies used at your own school site.

Readings

- Ch. 9, "Winners Need Losers: The Basis for School Competition and Hierarchies," from *Who Benefits from Special Education: Remediating (Fixing) Other People's Children* (pp.197-232)
- Understanding bullying and victimization during childhood and adolescence: a mixed methods study. *Child Development*, 82(1), 295-310
- What can be done about school bullying? Linking research to educational practice. *Educational Researcher*, 39(1), 38-47

Presentations

- *Bullying at School: Finding Rationale in Policy*
- *To This Day ... for the bullied and beautiful*
- *Students Push to Expand Bullying Policy*
- *StopBullying.gov. This is a federal government site outlining policies related to bullying. Look at the map to identify policies in your own state*

Discussion Questions

1. Policy Stance

Who needs support? The bully or the student who is bullied? Which should take priority: providing support to a student who is bullied or providing support to a student who bullies? Frame your stance by describing a policy that would best resolve the overall issue of bullying. Consider the following questions as you develop your position.

- What variables impact bullying? What have we learned from school-based anti-bullying efforts? What is a social-ecological model of bullying?
- How might policy related to disability have influence on bullying in schools?
- In creating policy to address bullying, what considerations might be made about school competition and hierarchies?
- What policies does your school have on bullying? What do you see as valuable? What improvements could you suggest?

Respond to at least two students who took the opposite position. Be sure to reference the research you read.

2. Raising Critical Questions

This video, *Students Push to Expand Bullying Policy*, shows how some students have gotten involved with policy discussions at their own school.

By Day 2 this week, tell us about the discussion plan you created in the last module for raising questions about policy and discussing student ideas.

- What policy did you choose to use? Why?
- What considerations did you make as you thought about how to talk to students about the issue?
- How will you manage potential controversy?
- What questions or concerns do you have about your plan before you implement it?

Provide feedback to at least two peers, offering encouragement and suggestions.

After receiving feedback from peers, use your plan with your students. (Consider recording the conversation or taking notes.) Write a brief report (2-3 paragraphs) describing the discussion. Include a description of how students responded and what you learned from the teaching the lesson.

By Day 7, return here and share the brief report. [Click here](#) for guidelines for writing the report.

Assignment

1. Policy Rationale

For your Policy Analysis Project, write a 2- to 3-page explanation of the policy rationale and ideology used to create the policy you are analyzing. Include any controversial aspects and

information about opposition to the policy. This will serve as the next section of your final paper. Cite multiple sources using APA style.

The following is an example you may use as a model:

- Example

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Module 5: School Reform Efforts (Part One: Equity and Advocacy)

Overview

This module presents analysis of reform policies adopted in the past thirty years, specifically those which were sparked by *A Nation at Risk*. What reform ideas have proved useful? What ideas might be missing from current policy?

Let's imagine what reforms would benefit your students. Let's imagine what might happen if schools implemented policies that challenge ableism and promote Universal Design for Learning! With your own expanded knowledge, you can make a plan for advocating for equitable practice at your own school site.

Module Learning Outcomes

By the end of this Module, you will be able to:

- Identify key outcomes from the past 30 years of school reform policies.
- Initiate a policy discussion in your own school community.
- Advocate for better policies to support all students, including those with disabilities.

Readings

- Chapter 2: School reform: are we just getting started? *A Policy Reader in Universal Design for Learning* (pp.19-34)
- Chapter 4: There is a way to "leave no child behind." *A Policy Reader in Universal Design for Learning* (pp. 47-54)
- Practicing educational equity in a democracy. *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*
- Promoting Inclusive Beliefs and Practices. *Rethinking Disability: A Disability Studies Approach to Inclusive Practices*

Presentations

- *School Reform Efforts: Part One: Equity and Access*
- UDL and the Common Core State Standards
- Any 30 minute segment of *Embrace the Common Core*

Discussion Questions

1. School Reform Efforts

Respond to one of the following prompts:

1. David Rose asserts that "a universally designed approach is the most practical way to deliver on the great promise of NCLB." David Gordon offers support for this idea.

Debaters in Embrace the Common Core argue about the best approach for moving forward.

- What is Rose's rationale? Drawing from your own experience, what challenges do you see to implementing his vision?
- Considering what we have learned from school reform efforts in the past 30 years, will Common Core move us forward? Why or why not? Will UDL gain momentum with the implementation of Common Core?

2. Valle and Connor (2011) advocate for reforming ableist practices in our schools.

- What is the argument for conceptualizing inclusion in terms of diversity rather than disability?
- How does your school conceptualize inclusion? How might that impact school policies?

2. Share Your Experience and Ideas

How do the broad topics in this module relate to circumstances in your own professional context? How do aspects of these policies intersect with your final project? What ideas for advocacy emerged for you?

Assignments

1. Initiating Discussion Among Colleagues

Choose one of the following ways to initiate a conversation with a teaching colleague about something you've learned in this course.

- Write an article for your school newsletter or parent letter. Post the article here.
- Host a Google Hangout with teacher friends, record the conversation, and upload it to YouTube. Post the link here.
- Start a conversation with colleagues on Facebook or another social media site. Post documentation of the exchange (cut and paste in a document or take a screen shot).
- Have a good "old-fashioned" discussion in the teacher's lounge. Post a one-page report.

2. Policy Effectiveness

3. Write a 2- to 3-page analysis of the effectiveness of the policy you are researching. Cite specific evidence.

Consider the implementation of the policy with the following questions:

- What is the result of implementation of the policy?
- In application, is it meeting its goals?
- Are there unintended consequences?
- What is the impact on students?
- What is the impact on the school community?

The following is an example you may use as a model:

- Example

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Module 6: School Reform Efforts (Part Two: UDL in Technology and Assessment)

Overview

This module focuses on the potential of Universal Design for Learning, as it relates to assistive technology and improved student assessment, to act as a unifying school reform effort. We will consider questions related to these efforts such as:

How can we analyze the challenges of UDL policy and imagine the future of accessibility?

How can we acknowledge some of the challenges educators have had in assessing the learning of students with disabilities and consider new approaches to assessment?

Module Learning Outcomes

By the end of this Module, you will be able to:

- Describe the challenges and advantages of UDL policy in schools.
- Identify the implications of UDL and technology for improved assessment in classrooms.
- Evaluate assessment policies that impact students with disabilities, considering small-scale, large-scale assessment, and accuracy.

Readings

- Chapter 7: Policy challenges and recommendations. *A Policy Reader in Universal Design for Learning* (pp.93-107)
- Chapter 9: Universal design concept pushed for education. *A Policy Reader in Universal Design for Learning* (pp.127-131)
- Chapter 10: Assistive technology, NIMAS, and UDL (pp. 133-154) OR Chapter 12: Developing accessible tests with universal design and digital technologies (pp. 165-184). *A Policy Reader in Universal Design for Learning*
- Chapter 13: Accurate for all: universal design for learning and the assessment of students with learning disabilities (pp.189-205) OR Chapter 14: Perspectives on UDL and assessment (pp. 209-218). *A Policy Reader in Universal Design for Learning*

Presentations

- School Reform Efforts Part One: UDL in Technology and Assessment

Discussion Questions

1. UDL Policy

Authors of chapters 7 and 9 provide insight into UDL policy. Address one or two of the following questions.

- Why is UDL considered a unifying framework?
- Describe the UDL policy challenges and recommendations outlined in the Chapter 7 report. Which do you feel are most notable? Why?
- How might UDL policies be used in schools? Would you support them in your school? Why or why not?

2. UDL and Technology

Authors of chapters 10 and 12 provide insight into how UDL impacts the use of technology in school. Address one or two of the following questions.

- How do universal design for learning and assistive technology relate to one another?
- What can we expect for the future of accessibility?
- How can UDL principles be applied to assessments in a computer-based environment?
- What are the implications of UD, technology, and assessment?

3. UDL and Assessment

Authors of chapters 13 and 14 provide insight into how UDL impacts assessment. Address one or two of the following questions.

- In your experience, what are some of the challenges educators face in assessing students with disabilities?
- How might the application of UDL lead to more accurate measures of students' learning?
- What value does Dr. Robert Mislevy attribute to large-scale assessment? Why? (Ch. 14)
- In what ways can UDL policy improve assessment?

Assignment

1. Policy Evaluation Statement and Recommendations

Write a 1- to 3-page summary of your evaluation of the policy selected for your final policy analysis project and your recommendations to continue use of the policy, make amendments to the policy, or discontinue the policy. Cite research to back your recommendations.

- Provide a brief statement that summarizes your evaluation of the policy.
- Give a detailed list of your recommendations with explanations that are grounded in research (explicitly cite research literature).

The following is an example you may use as a model:

- Example

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Module 7: Measuring Up: Outcomes and "Critical Hope"

Overview

This module revolves around assessing schools and improving outcomes. You will consider what makes school policy effective for students with disabilities and analyze the struggle of one school in its effort to improve its service to all students.

You'll also learn from each other as you present your analysis of policy and vision for improving schools through policy change.

Module Learning Outcomes

By the end of this Module, you will be able to:

- Analyze school policy related to inclusion.
- Identify methods by which school leaders can assess school effectiveness related to issues of disability.

- Present your own vision for improving school policy.

Readings

- The politics of ideology: A pedagogy of critical hope

Discussion Questions

1. School Effectiveness Measures: Read "The Politics of Ideology: A Pedagogy of Critical Hope" by Linda Ware. In this article, the researcher describes her experience working with a school district to improve school inclusion policies.
 - What lessons can educators draw from Ware's work in the Redding City School District?
 - How can school leaders assess school effectiveness related to disability?

2. Module 7 Presentation Forum

Record your final policy advocacy presentation to educate your classmates about the policy you chose to analyze. Upload it to YouTube and provide a link here by Day 5. Review at least three of your classmate's presentations and provide feedback by Day 7.

Below are sample presentations:

- UDL and Reclassification
- Student Success Teams
- LRE Policy Presentation

Below are instructions for how to upload a video to YouTube and set up the video so it is unlisted and only available to those who have the hyperlink you will share in the discussion forum:

- How to upload to YouTube
- Change privacy settings to make a video unlisted

Assignment

1. Final Policy Analysis Project

The Policy Analysis Project includes a paper and presentation. Throughout the course, you will work to research and analyze a policy related to disability at your school or in another educational context. These may be international, national, state, district, or school site-specific policies. Policies could be related to any of the following, or another topic of your choice: Mainstreaming, Inclusion, IEPs, 504 Plans, Placement, Segregation, Isolation Rooms, Restraint, Detention, Zero Tolerance, Testing, Curriculum Standards, Accommodations, Accessibility, Individualized Support, Collaboration, Transportation, Transition, Technology, Counseling, Therapy, Medication, Parent Involvement, Field Trips, Special Assemblies, Graduation Requirements, Privacy of Information, Use of Language, Use of Disability Labels, Teacher Training, Social Interaction, Bullying, Service Learning, Advocacy Instruction, Participation in Extra-Curricular Activities, Emergency Procedures, Funding.

This analysis will lead you to deeply consider how policy is created and how it impacts individuals in schools. With this understanding, you will be better equipped to explain policy to students and parents and to influence positive change in schools.

Weekly assignments will scaffold your preparation of an 8- to 12-page paper or Weebly site that includes: a) Policy background, b) Policy rationale, c) Policy effectiveness, d) Policy evaluation and recommendations, e) Conclusion, and f) References. Note: You will be expected to use course readings as references in the paper. Your project paper or website should conform to APA

guidelines including (double-spaced, 1" margins, Times New Roman or similar-12 pt. font) and should be 8-12 pages (or equivalent if creating a website).

You will also prepare and present a 5- to 10-minute policy advocacy presentation. This presentation can be done in one of the following contexts: a) to a group of 3 or more colleagues at your school site, b) to your school principal, c) to a group of parents, d) to another group of community stakeholders. Plan to record your presentation to educate your classmates about the policy you chose to analyze.

Below are sample presentations:

- UDL and Reclassification
- Student Success Teams
- LRE Policy Presentation

Upload it to YouTube and provide a link within the Presentation Discussion Forum by Day 5. Provide feedback to at least 3 of your classmates by Day 7.

Timeline/Project Summary

Weeks 1 and 2: Select a policy

Week 3: Draft an introduction that includes information about how the policy is used and what precipitated the creation of the policy.

Week 4: Draft an explanation of the rationale and ideology used to create the policy you are analyzing, including any controversial aspects and information about opposition to the policy.

Week 5: Draft an analysis of the policy's effectiveness, including the result of implementation, how it meets its goals, unintended consequences, the impact on students and the school community.

Week 6: Draft your policy evaluation and recommendations for continued use of the policy, for making amendments to the policy, or discontinuing the policy.

Week 7: Revise drafts for final paper (or Weebly website), adding a conclusion that provides intrapersonal reflection on:

- What have you learned about school policy?
- What have you learned about yourself as a researcher in education?
- How will your learning impact your practice?

Submit your paper to the assignment drop box by clicking on the assignment title above.

Complete and post your presentation to the Module 7 Presentation Forum by Day 5. View the presentations of your peers and provide feedback to at least 3 of your classmates by Day 7.

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