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Titolo	Medieval church law and the origins of the Western legal tradition : a tribute to Kenneth Pennington / / edited by Wolfgang P. Muller & Mary E. Sommar
Pubbl/distr/stampa	Washington, District of Columbia : , : Catholic University of America Press, , 2006 ©2006
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Nota di contenuto	""Contents""; ""Preface""; ""Abbreviations""; ""Introduction: Medieval Church Law as a Field of Historical Inquiry, - Wolfgang P. Miller""; ""Part One. Western Church Law in an Age without Jurists, ca. 500-1140""; ""1. Kanonisches Recht und Busspraxis: Zu Kontext und Funktion des Paenitentiale Excarpus Cummeani, Ludger Kerntgen""; ""2. Zu Effektivitt und Aktualitet von Reginos Sendhandbuch, Wilfried Hartmann""; ""3. Zur Entstehung des Sendgerichts im 9. Jahrhundert, Rudolf Schieffer"" ""4. Ein Kanonist bei der Arbeit: Kleine Rechtstexte aus Codex Barcelona, Archivo de la Corona de AragA3n Ripoll 77, Gerhard Schmitz""""5. Vengeance and Law in Eleventh-Century Worms: Burchard and then Canon Law of Feuds, Greta Austin""; ""6. Gedanken zum Institut der Chorbischfe, Jerg Miller""; ""Part Two. The Formation of Canonistic Theory: Authors and Texts, ca. 1140-1350""; ""7. Neither Slave nor Free: Theology and Law in Gratian's Thoughts on the Definition of Marriage and Unfree Persons, Anders Winroth"" ""8. Reos sanguinis [non] defendant ecclesia: Gratian, mit einem kurzen Blick erhascht?, Titus Lenherr""""9. Twelfth-Century Scholarly

Exchanges, Mary E. Sommar""; ""10. Notas sobre las introducciones In prima parte agitur y Hoc opus inscribitur, Carlos Larrainzar""; ""11. A Fragment of Compilatio prima at Columbia University, Robert Somerville""; ""12. Die Phi.-Glossen der Collectio Cassellana, Peter Landau""; ""13. Mute Dogs, Unable to Bark: Innocent III's Call to Combat Heresy, Keith H. Kendall""

""14. Johannes Faventinus on Marriage (With an Appendix Revisiting the Question of the Dating of Alexander III's Marriage Decretals), Charles Donahue, Jr."""Part Three. Canonistic Doctrine in Practice: Courts and Procedures, ca. 1140'1500""; ""15. The Advocate's Dilemma: What Can You Tell the Client? A Problem in Legal Ethics, James A. Brundage"";

""16. L'usuraio, il testamento, e l'Aldil:; Tre quaestiones di Marsilio Mantighelli in tema di usura, Orazio Condorelli""

""17. Ein neues Kapitel in der Geschichte des kirchlichen Strafrechts: Die Systematisierungsbem hungen des Bernhard von Pavia (1213), Lotte Kery""""18. Summarischer Syndikatsproze:; Einflesse des kanonischen Rechts auf die stedtische und kirchliche Gerichtspraxis des Spetmittelalters, Susanne Lepsius""; ""19. Fonti per la storia della giustizia ecclesiastica medievale a Siena, Mario Ascheri""; ""20. Barbara Zymermanin's Two Husbands, Ludwig Schmugge""; ""Part Four. Canonists in Conversation with the Wider World""

""21. L'origine et la diffusion de l'adage canonique Necessitas non habet legem (VIIIeXIIIe s.), Franck Roumy""

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2. Record Nr.	UNINA9910298067803321
Titolo	Handbook of Accessible Instruction and Testing Practices : Issues, Innovations, and Applications / / edited by Stephen N. Elliott, Ryan J. Kettler, Peter A. Beddow, Alexander Kurz
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2018
ISBN	3-319-71126-1
Edizione	[2nd ed. 2018.]
Descrizione fisica	1 online resource (283 pages)
Disciplina	155.4
Soggetti	Child psychology School psychology Educational psychology Education—Psychology Social service Education and state Child and School Psychology Educational Psychology Social Work Educational Policy and Politics
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Nota di contenuto	Chapter 1. Introduction: Accessible Instruction and Testing Today -- Part 1. Professional Policies & Consideration -- Chapter 2. U.S. Education Policies that Support Accessible Instruction and Testing -- Chapter 3. International Policies that Support Inclusive Assessments -- Chapter 4. Fair Testing and the Role of Accessibility -- Chapter 5. The Role of Accessibility in a National Testing Program -- Chapter 6. Professional Development for Delivering on the Promise of Accessible Instruction and Testing -- Part 2. Special Populations -- Chapter 7. The Accessibility Needs of Students with Disabilities -- Chapter 8. The Accessibility Needs of English Language Learners -- Part 3. Classroom Connections -- Chapter 9. Opportunity to Learn What is Tested: What We Know Today -- Chapter 10. Response-to-Intervention Models and

Access to Services for All Students -- Chapter 11. Advances in the Application of Universal Design for Learning -- Chapter 12. Academic Testing for Students with Autism and Behavior Challenges: Considerations and Recommendations -- Part 4. Test Design Principles & Innovative Practices for More Accessible Tests -- Chapter 13. Item Writing Research -- Chapter 14. Influences of Universal Design and Cognitive Load Theory on Item and Test Design -- Chapter 15. Testing Accommodations and Item Modifications: Research to Guide Practice -- Chapter 16. Advances in the Accessibility of Computer Delivered Tests -- Chapter 17. Computer-Based Test Models: Advantages, Disadvantages, and Recommendations -- Part 5. Conclusions: Accessibility Challenges, Innovative Answers -- Chapter 18. Accessible Classrooms and Tests: Essential Components to Advance Educational Equity and Quality.

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#### Sommario/riassunto

The Second Edition of this handbook provides comprehensive coverage of the concept of accessibility and its application to the design and implementation of instruction and tests with all students. It updates and expands on its original contents and responds to the increasing demand for research-based evidence of accessible instruction and testing practices from the professional community. Chapters explore how outcomes are affected when essential features or components of instructional materials and tests are not accessible to any portion of the student population. The handbook addresses the new set of Standards for Educational and Psychological Testing that was published in 2014 as well as requirements for a high level of access for all interim and summative tests by national testing consortiums. In addition, the handbook describes how the Center for Applied Special Technology (CAST) has continued to advance Universal Design for Learning (UDL) principles in mainstream education with teachers of all types of students, not just students with disabilities. Topics featured in this text include: A summary of U.S. policies that support inclusive assessment for students with disabilities. An overview of international policies that support inclusive assessments. Designing, developing, and implementing an accessible computer-based national assessment system. Universal Design for Learning (UDL) principles and the future of assessment. Recent advancements in the accessibility of digitally delivered educational assessments. The Handbook of Accessible Instruction and Testing Practices, Second Edition is an essential reference for researchers, practitioners, and graduate students in education and allied disciplines, including child and school psychology; assessment, testing and evaluation; social work; and education policy and politics.

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