**Campbellsville University**

**School of Education**

**SED 303**

**Curriculum and Methods in Learning and Behavior Disorders (P-12)**

Professor: Norma R. Wheat

Class: Curriculum and Methods in Learning and Behavior Disorders

E-mail: nrwheat@campbellsville.edu

Phone: 1-270-789-5169 (office)

1-270-866-0752

Chat Time: 2nd bi-term; March 20-May 13, 2017

6:00 PM – 7:15 PM

**Thursday/Thursday**

**Virtual Office Hours:**

**The professor can be reached anytime by e-mail or by phone** (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 – 30 minutes before class and available to stay after class online to answer any questions or concerns.

***Empowerment for Learning***



**Required Texts:**

Borich, Gary. (2014). *Effective teaching methods: Research-based practice* (8th Ed.). Upper Saddle River, NY: Pearson .

**KT**

**KTS III**

**Credit: 3 hours**

**Course Description:**

This course will enable master teachers to understand interconnections between biological, cognitive, social, and emotional dimensions of emotional and behavioral disorders. The interplay of race, gender, social class, and ethnicity with factors of family structure, peer relationships, and school experiences will be researched and reported through oral and written presentations.

**School of Education Mission Statement**

The School of Education, in keeping with the spirit of Campbellsville University, prepares teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary aim of the program is to advance scholars who are competent, caring and qualified educators, can positively impact student learning and are committed to life-long learning in a global society.

**KTS II, III, IV**

**KS V**

The vision of the School of Education at both the initial level and the advanced level align with the core beliefs of the National Board for Professional Teaching Standards as follows:

* Teachers are committed to students and their learning.
* Teachers know the subjects they teach and how to teach those subjects to

students.

* Teachers are responsible for managing and monitoring student learning.
* Teachers think systematically about their practice and learn from

experience.

* Teachers are members of learning communities.

**Modes of Instruction:**

The instructional methods will include:

online learning lessons

individual consultation with instructor

online discussion groups

demonstration

teamwork

cooperative learning activities

site visitation and classroom observation

**Course Objectives:**

The student will be able to:

1. Plan and develop a unit of instruction.
2. Demonstrate the ability to develop instructional goals related to specific content into behavioral objectives for instruction that are specific and observable.
3. Cite examples of the ways in which technology can be used as instructional strategy.
4. Identify various strategies for instruction with learners who have specific learning problems.
5. Describe how to present the curriculum in a way that addresses cultural diversity, learning styles, and an understanding of various exceptionalities in the classroom.
6. Identify sources of specialized materials for individuals with emotional behavior disorders.
7. Demonstrate the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the individual with special needs.

8. Cite resources and techniques used to transition individuals with

emotional/behavioral disorders into and out of school and post-school

environment.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS)** | **KTS Diversity Indicators** | **InTASC** | **ILA**  **Standards** | **Technology**  **(Yes or No)** | **Council**  **for**  **Exceptional**  **Children**  **(Initial)** | **CAEP** |
| Exam  100 pts  Obj: 1-8 | 1-10 | 4.2, 5.4 | 1,2,6,7 | 3 | Yes | 1-7 | 1 |
| Discussion Board  200 pts  Obj: 1-8 | 1-10 | 4.2, 5.4 | 1,2,6,7 | 5 | Yes | 3,6 | 1 |
| Unit of Study  250 pts  Obj: 1-8 | 1-10 | 2.2, 2.4, 3.3, 5.4, 8.1, | 5,7,9,10 | 1-6 | Yes | 1-7 | 1,2, |
| Presentation  50 pts  Obj: 3, 7, 8, | 6, 10 | 2.2, 3.3, 6.3 | 4,5,9, | 2,5 | Yes | 1,4,6 | 1 |
| Clinical Experiences & Reflection  100 pts.  Obj: 1-11 | 1-10 | 4.2, 8.1 | 3,6,7 | 3,4 | Yes | 3, 6 | 1,2 |

**Course Delivery Method**

The online course delivery method for this course is a combination of **synchronous and/or face to face delivery.** Synchronous is a communication system that allows sending and receiving information in real-time such as chat, videoconferencing and instant messaging with no time delay thus allowing participants to respond demonstrating understanding of course concepts. Further, this will allow the instructor to pay close attention to students’ assignments and provide assistance as needed.

**Class Attendance and Participation**

Class Attendance and Participation Weekly

Class attendance is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences (at professor’s discretion) result in an automatic “F” for the course. Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class through small and large group online discussions, short assignments, study questions and reflective writing assignments. Candidates must contribute to class discussions. Exit slips, discussion board and other strategies are included as part of participation.

**Course Requirements**

* **Field Hours**

Students will participate in ten (10) hours of field experience. Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, whether in your own classroom or another.(1) Observation and (2) assist cannot be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original of the Field Hours Form must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed correctly in order to receive credit.

* **Final Exam 100 points**

Two exams (Midterm & Final) may include multiple choice, true/false, short answer, and short and long application questions. Each exam is timed, and students must complete it before the specified due date/time.

* **Unit of Study 250 points**

Students are required to develop a curriculum unit, consisting of three – five daily lesson plans written to teach materials appropriate to a learner with disabilities in the classroom. This unit is to be developed according to the guidelines set by CU School of Education. All forms – Source of Evidence - required for this assignment will be found at [www.campbellsville.edu/soe](http://www.campbellsville.edu/soe)***. Late submission without instructor approval will receive a 5 points deduction per day.***

* **Discussion Boards (200 Points)** Students will complete 7 discussion forums. The Topic 2 discussion forum will be worth a total of 50 points. All other discussion forums (6) will be worth 25 points each, for a total of 150 points.
* **Class Presentation (50 points)** Students will present a professional journal article selected by the instructor utilizing PowerPoint.
* **Conferencing (50 pts.)** Students will conference with the instructor twice regarding course assignments.

**Grading System**

**Activity Points**

Participation 100

Discussion Forums 200

Final 100

Field Experience 100

Unit of Study 250

Class Presentation 50

Conferences 2 @ 25 each 50

**TOTAL 850**

**Course Grading Scale**

Course Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

Below 60 = F

**Course Schedule**

The course schedule is located in the course website and includes weekly topics, specific assignments, discussion activities, and due dates.

**Incomplete Policy**

In accordance with Special Education Program policies at Campbellsville University, students failing to complete requirements within the timeframe of a course, with justifiable cause, may request an Incomplete from the professor by submitting an Incomplete Request form. This form can be received by contacting the Special Education Program Office or by accessing the University web page. It is the student’s responsibility to request and make arrangements with the professor in order to receive an “I”.

Course work and other requirements to change the “I” grade must be completed by the end of the following 9 weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### 

#### School of Education Attendance Policy:

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Campbellsville University’s Online Course Attendance Policy**Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## **Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 months period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## **Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## **Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**References**

Babyak, A., Koorland, M., & Mathes, P. G. (2000). The effects of story mapping instruction on the reading comprehension of students with behavioral disorders. *Behavioral Disord*ers, 24, 239-258.

Baily, D. B., Skinner, D., Rodriguez, P., Gut, D., & Correa, V. (1999). Awareness, use,

and satisfaction with services for Latino parents of young children with disabilities*. Exceptional Children*, 65, 367-382.

Castellani, J., & Jeffs, T. (2001). Emerging reading and writing strategies using technology. *Teaching Exceptional Children,* 33, 60-67.

Coleman, M., & Vaughn, S. (2000). Reading interventions for students with emotional/behavioral disorders. *Behavioral Disorders*, 25, 93-104.

Craig, S., Hull, K., Haggart, A., & Crowder, E. (2001). Story telling: Addressing the

literacy needs of diverse learners. *Teaching Exceptional Children,* 33, 46-53.

Crutchfield, M. Who’s teaching our children? NICHCY News Digest.

Graham, S. (2010). What educators need to know about bullying behaviors. *Phi Delta Kappa,*

92(1), 66-69. Graham discusses the myths about bullying.

Moore, J. (2010). What do mental terms mean? *Psychological Records,* 60(4), 699-714. Moore reviews

the behaviorism of B. F. Skinner and what it means in terms of explaining behavior.

Southerland, K., Wehby, J. H., & Yoder, P. J. (2002). Examination of the relationship between teacher

praise and opportunities for students with EBD to respond to academic requests. *Journal of*

*Emotional & Behavioral Disorders*, 10, 5-14.

Sugai, G., & Simonsen, B. (2015). Supporting general classroom management: Tier 2/3 practices and

sSystems. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of research on classroom*

*management* (2nd ed., pp. 60-75). New York*:* Routledge.

U.S. Department of Education. (2006). Twenty-eighth annual report to Congress on the implementation of the Individuals with Disabilities Education Act. Washington, DC: Author.

Walther-Thomas, C.S., Bryant, M., & Land, S. (1996). Planning for effective co- teaching: The key to successful inclusion. *Remedial and Special Education*, 17(4), 255-264.

Whittaker, C., R., Salend, S., & Duhaney, D. (2001). Creating instructional rubrics for

inclusive classrooms. *Teaching Exceptional Children,* 34, 8-13.

**Recommended web sites:**

[http://ldanatl.org](http://ldanatl.org/)

This website is for the Learning Disabilities Association of America and provides resources related to learning disabilities including study skills.

[http://www.reading.org](http://www.reading.org/)

The International Reading Association website provides resources in reading.

[http://www.socialstudies.org](http://www.socialstudies.org/)

This website provides resources for teaching social studies.

<http://www.ofcn.org/cyber.serv/academy/ace/math/elem.html>

This website contains math lesson plans and ideas.

<http://www.ed.gov/pubs/parents/Math/index.html>

This website provides information on instructional materials to increase math skills.

[http://www.GLC.k12.ga.us](http://www.glc.k12.ga.us/)

This website from Georgia Learning Connections provides instructional objectives, modifications, and lesson plans.

<http://www.ku-crl.org/htmlfiles/core.html>

This website is from the University of Kansas’s Center for Research on Learning and provides resources for teaching learning strategies and study skill.

<http://www.ldonline.org/ld_indepth/resource-guide.html>

This website from LD Online provides numerous resources on teaching various content areas to learners with learning disabilities.