

Course Syllabus Cover Sheet

1. DESCRIPTION OF COURSE

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

1. STUDENT LEARNING OBJECTIVES
	1. Students will plan and develop a unit of instruction. (Goal: Instructional Planning and Strategies; Evidence: Unit Plan)
	2. Students will demonstrate their ability to develop instructional, content-related goals that are instructional behavioral objectives that are observable and measurable. (Goal: Instructional Planning and Strategies; Evidence: Unit Plan)
	3. Students will identify and describe multiple ways to deliver instruction to learners. (Goal: Instructional Planning and Strategies; Evidence: Unit Plan and Discussion Board)
	4. Students will cite examples of the ways in which technology can be used as instructional strategies. (Goal: Learning Environment; Evidence: Discussion Board and Unit Plan)
	5. Students will identify various strategies for instruction with learners who have specific learning problems. (Goal: Learner Development and Individual Learning Differences; Evidence: Unit Plan)
	6. Student will describe how to present the curriculum in a way that addresses cultural diversity, learning styles, and an understanding of various exceptionalities in the classroom. (Goal: Instructional Planning and Strategies; Evidence: Discussion Boards and Unit Plan)
	7. Students will indicate how specific commercial materials may be adapted to meet special needs. (Goal: Learner Development and Individual Learning Differences; Evidence: Discussion Boards and Unit Plan)
	8. Students will identify sources of specialized materials for individuals with emotional behavioral disorders. (Goal: Learning Environment; Evidence: discussion board – behavior plan)
	9. Students will demonstrate the ability to select, adapt, and use instructional strategies and materials according to the characteristics of the individual student with special needs. (Goal: Learner Development and Individual Learning Differences and Instructional Planning and Strategies; Evidence: Unit Plan)
	10. Students will cite resources and techniques used to transition individuals with emotional/behavioral disorders into and out of school and post-school environment. (Goal: Learning Environments; Evidence: Discussion Board
	11. Students will identify avenues by which a teacher can create a safe, equitable, and supportive learning environment in which diversities are valued.
	(Goal: Learning Environments; Evidence: Discussion Board)
	12. Students will describe how design, manage, and sustain a positive learning environment. (Goal: Learning Environments; Evidence: Discussion Board)
2. COURSE OUTLINE
	1. Instructional planning and instructional tools
	2. Collaborative teaching
	3. Cultural Diversity
	4. Content applications of instructional tools: Reading, math, writing, science, social studies, study skills, handwriting and behavior.
3. EVALUATION
	1. Attendance 100

Participation 100

Discussion Boards 100

Clinical Practice Summary 100

###### Exams 2 @ 50 pts. Each 100

###### Unit of Study 200

###### Conferences 2 @ 50 pts. each 100

######  TOTAL 800 POINTS

* 1. Course Grading Scale

93% to 100% = A

86% to 92% = B

79% to 85% = C

72% to 78% = D

Below 72% = F

1. REQUIREMENTS
	1. Examinations: Course includes mid-term and final exams covering material presented on the course website.
	2. Reports: Course requires students to write a unit plan that includes a comprehensive description of one special needs student and instructional strategies to be used for that student.
	3. Supplemental reading or outside work required: Students will read the State of Kentucky Standards and use these standards in completion of the unit plan. Students will complete assigned clinical practice tasks and hours.
	4. Supplemental instruction aid: Course uses Adobe classroom and requires use of headset with microphone. Individual conferences will be held in the Adobe classroom.
2. BOOKLIST

Campbellsville University

School of Education

**SED 505 G1 2017-18**

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

Professor: Linda Jessie-Jones, PhD, NCSP

Address: 9727 Niltina Ln., Eagle River, AK 99577

Phone: 865-776-0975 (cell and text)

Email: ljones@campbellsville.edu

Course Dates: July 6 to August 27, 2017 (tentative)

Chat Schedule: Monday 7:00 to 8:15 pm Eastern time

**Virtual Office Hours: Anytime by email or text and 30 minutes before and after class**

**School of Education Conceptual Framework**

**Empowerment for Learning**



**Required Text:**

Coyne, M. D., Kame'enui, E, J. & Carnine, D. W. (2011).Effective teaching strategies that accommodate diverse learners(4th ed.). Upper Saddle River, NY: Pearson Education

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**PROFESSIONAL STANDARDS:**

**CU Diversity Proficiencies**

KTS 2.2 Uses contextual data to design instruction relevant to students. (Unit Plan)

KTS 3.3 Values and supports student diversity and addresses individual needs. (Instructional Strategies)

KTS 4.2 Implements instruction based on diverse student needs and assessment data. (Unit Plan)

KTS 5.4 Describes, analyzes, and evaluates student performance data. (Unit Plan)

KTS 8.1 Identifies students whose learning could be enhanced by collaboration. (Instructional Strategies)

**The Council of Exceptional Children Standards**

Standard 1: Learner Development and Individual Learning Differences – Unit Plan

Standard 2: Learning Environments – Discussion Board,

Standard 3: Curricular Content Knowledge – Unit Plan

Standard 4: Assessment – Unit Plan, Description of Target Student

Standard 5: Instructional Planning and Strategies – Unit Plan

Standard 6: Professional Learning and Ethical Practice – Discussion Boards, Assessment Practices, Identification of Teaching Strategies

Standard 7: Collaboration – Discussion Boards

## Kentucky Common Core Standards and College Readiness Standards

## Students will use the Common Core State Standards in designing learning goals, objectives and assessments.

## Cultural Diversity and Technology

The value of cultural diversity and individual differences will be addressed throughout this course, as curriculum modifications/adaptations are developed to meet the needs of individual learners. The use of various technologies to instruct lessons and modify curriculum will be explored.

**Mission Statement**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics

**SPECIFIC OBJECTIVES:**

1. Students will plan and develop a unit of instruction. (Goal: Instructional Planning and Strategies; Evidence: Unit Plan)
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10. Students will cite resources and techniques used to transition individuals with emotional/behavioral disorders into and out of school and post-school environment. (Goal: Learning Environments; Evidence: Discussion Board
11. Students will identify avenues by which a teacher can create a safe, equitable, and supportive learning environment in which diversities are valued.
(Goal: Learning Environments; Evidence: Discussion Board)
12. Students will describe how design, manage, and sustain a positive learning environment. (Goal: Learning Environments; Evidence: Discussion Board)

**COURSE TASKS/REQUIREMENTS:**

**Class Attendance (100 points)**

Class attendance and participation is closely monitored. Two unexcused absences (at instructor’s discretion) results in an automatic failing grade in the course. Students are graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class. Discussion issues are presented in small and large group online discussions, study questions and reflective writing assignments. Please notify the instructor by email if you are to be absent. The instructor will not answer phone calls immediately before or during online sessions. Students must contribute to class discussions a minimum of five times during each online session. (Professional Learning and Ethical Practice)

**Participation (100 points)**

Participation grade monitors completion of assignments reviewing material presented on the course website. Assignments are presented in the weekly power points and in the following list. These participation assignments are due before the next week’s online chat session. Responses to these questions must include a reference to the source of your answer when appropriate. The reference must be in APA style. These assignments are estimated to take about 2.5 hours to complete. (Professional Learning and Ethical Practice)

 Points

 Week 1 Send email, Course Requirements Quiz; APA Pretest 30

 Week 2 Co-teaching Questions 10

 Week 4 Cognition/Metacognition Question 10

 Week 5 KWL Chart, Types & Theories of Assessment 20

 Week 6 SIMS & COPS Question 10

 Week 7 Math Questions & CAST Question 10

 Week 8 Spelling and Math Questions 10

**Discussion Boards (100 points)**

Discussion board topics are taken from the topics covered in the assigned textbook. These questions encourage analysis, synthesis and application of the concepts and strategies presented in the text. Students must present their analysis or interpretation of the assigned question. Each student must post an initial response by 11:59 pm on Saturday of the week of the assignment. Initial response should be at least 200 words. Each student must respond to two initial postings by fellow students 11:59 pm on Sunday, the day before the next chat session. Responses to postings by fellow students should be at least 100 words. No credit will be given for agreeing or disagreeing with others’ comments without discussing the reasons for your opinion. These assignments are estimated to take about 4 hours to complete during this course. (Collaboration, Learning Environments, Instructional Practice, Professional Learning and Ethical Practice)

**Clinical Practice (100 points) (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)**

Students will participate in **TWENTY (20) 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 rubric for details of the field experience requirement for this course. Logs must be kept of the field experience and signed by a cooperating teacher. The original must be sent to the Special Education Program office and a copy must be sent to the professor. The form must be completed correctly in order to receive credit for this course. In addition to the 20 hours of in-classroom experience, it is estimated that it will take approximately 3 hours to complete the reflections, analysis and logs documenting the time in the classroom. Therefore, it is estimated that these assignments will take approximately 23 hours to complete. **Note: CU students who are teaching in a full-time position have Learning and Ethical Practice, Learning Environment, Collaboration, Learner Development and Individual Learning Differences)**

**Exams (Midterm & Final – 50 points per exam for a total of 100 points) (ETS 6)**

 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 each exam before the specified due date/time. It is estimated that taking these exams will take a total of 2 hours. (Assessment)

**Unit of Study (200 points) (ETS 1, 2, 3, 4, 5, 6, 7, 8, 10)**

Student will develop a standards-based unit of study with five (5) lesson plans focusing on a content area of choice and including literacy connections. The unit must meet the KDE guidelines and include KY Academic Core Standards for English, Language Arts, state and national standards. The unit must address diversity, include technology and connect student learning to real life experiences. Students will project learner misconceptions and include strategies to address misconceptions or potential challenges to success for classes studying the planned unit. This unit must include a detail description of one special education student who would participate in the unit and specify the modifications and accommodations for that student. This unit includes Sources of Evidence (SoE) documents as assigned and references in APA style. SoE forms can be found on the School of Education MASE website. A link to those forms is in the section of this course headed “Welcome to….” Units submitted after the due date are subject to a 5 point per day reduction in grade. It is estimated that completing this assignment will take a minimum of 25 hours. (Instructional Planning and Strategies, Assessment, Learning Environments, Learner Development and Learning Differences)

**Conferences (100 points)**

Each student will participate in two (2) thirty-minute online conferences to monitor progress on the unit and field experience assignments. The first conference will be held during or before the fourth week of class and will focus on a discussion of the special education student described and targeted for modifications and accommodations in the unit. The student will present information about the target student, the intended topic of the unit and standards addressed in the unit. The second conference will be held during or before the seventh week of the course and will address specific strategies used in the unit to support mastery for all students participating in the unit, especially the special education student who was the targeted student in the unit. A schedule for online conference will be posted providing a variety of opportunities based on the number of students enrolled in the course. Conference can be individual or small group but will include no more than four students. These conferences will take approximately one hour of student time. (Professional Learning and Ethical Practice, Collaboration, Instructional Planning and Strategies, Learner Development and Individual Learning Differences)

**Grading System**

**Assignments**

Attendance 100

Participation 100

Discussion Boards 100

Field Experience Summary 100

###### Exams 2 @ 50 pts. Each 100

###### Unit of Study 200

###### Conferences 2 @ 50 pts. each 100

######  TOTAL 800 POINTS

Course Grading Scale

93% to 100% = A

86% to 92% = B

79% to 85% = C

72% to 78% = D

Below 72% = F

**BIBLIOGRAPHY:**

Berkeley, S. Regan, K., Dimitrov, D., Guckert, M., Ray, S. (2016) Teachers’ basic knowledge of reading instruction: Insights from a teacher preparation program. Teacher Educators’ Journal.

Dunn, C., Rabren, K., Taylor, S L., Dotson, C. K. (2012) Assisting Students with high-incidence disabilities to pursue careers in science, technology, engineering and mathematics. Intervention in School and Clinic.

Espelage, D. l., Rose, C. A., Polanin, J. R., (2016) Social-emotiomal learning program to promote prosocial and academic skills among middle school students with disabilities. Remedial and Special Education.

Hord, C., Marita, S., Walsh, J. B., Womaro, TM., Gordon, K. (2019) Encouraging students with learning disabilities: Emotional and contextual support can help student step toward confidence and success with challenging mathematics, Mathematics Teacher.

Isreal, M., Maynard, K., Williamson, P. (2013) Promoting literacy-embedded, authentic STEM instruction for students with disabilities and other struggling learners. TEACNG Exceptional Children.

Kersey, D. A. (2012). Collaborative science work in the elementary classroom. ProQuest LLC

Luttrell, s., (2011) Teacher perceptions of English language learners in rural mainstream classrooms ProQuest LLC

Murray, E. (2015). Improving teaching through collaborative reflective teaching cycles. Investigations in Mathematics Learning.

O’Keeffe, S. B., Medina, C. . (2016) Nine strategies for helping middle school students weather the perfect storm of disability, diversity, and adolescence. American Secondary Education

Sullivan, A. L., Sadeh,]], S. (2016). Does the empirical literature inform prevention of dropout among students with emotional disturbance? A systematic review and call to action. Exceptionality.

Theoharis, G., Causton, J. (2014) Leading inclusive reform for students with disabilities: A school- and systemwide approach. Theory Into Practice.

Yurkewecz, T. (2014) Observational Tools to inform instruction for culturally and linguistically diverse learners. Language and Literacy Spectrum.

**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.

**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.

#### **Plagiarism Policy**

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.

## Campbellsville University’s Online 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 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### **Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

#### **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.