**CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS

PLEASE TYPE. DATE January 14, 2017

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Carol McGregor Downey

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

SED 606-01 Introduction to

Learning Disabilities 3

TEXTBOOK Required Not Required

Janet W. Lerner and Learning Disabilities and

Author Beverley H. Johns Title Related Disabilities(13ed.)

Publisher Cengage Learning Date of Publication 2015

TEXTBOOK

Author Title Special and General Education (3rded)

Publisher ­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­ Date of Publication 2012

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

School of Education G5, 2017

SED 606

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# “Empowerment for Learning”



**Textbook**: Learning Disabilities and Related Disabilities (13ed.), 2014. Lerner and Johns, Cengage Learning, ISBN-13: 9781285433202

## 

**Course Description:**

This course will provide information focusing on the identification, instruction, and

assessment of individuals with specific learning disabilities and learning differences.

Special emphasis will be placed on the characteristics (academic, social, organizational,

and behavioral) of individuals who learn differently. Participants will learn information

that will help them better understand the identification and placement process for providing services to students with disabilities, including referral, evaluation, eligibility, development of the IEP, and placement. There will also be discussion of how this process supports the development of lesson and learning plans for students.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **Council for Excep-**  **tional Children**  **Standards-Initial Preparation** | **CAEP** |
| Class Participation  Pts: 80  Obj:1,2,4,5,6,7,8,9,10,11,12,13 | 1,6,8 | 1.2, 2.2, 2.4, 3.3,  4.2, 5.4, 6.3, 8.1 | 1, 2, 3, 4, 7, 8, 9, 10 | 1,2,3,4,5,6 | Yes | 1,2,3,4,5,6,7 | 1,4,5 |
| Weekly Query  Pts: 80  Obj:3,4,5,6,9,12, | 1,2,3,4,5,7,8,10 | 1.2, 2.2, 2.4, 3.3,  4.2, 5.4, 6.3, 8.1 | 1,2,3,4,6,7,8,10 | 1,2,3,4,5,6 | No | 1,2,3,4,5,6,7 | 1,5 |
| Weekly Journal  Pts: 80  Obj:1-13 | 7 | 2.4, 5.4  8.1 | 1,2,3,7,8,9 | 2,3,4 | Yes | 1,2,3,4,5, | 1,5 |
| Article Review  Pts: 60  Obj:2,5,6,7,9,10, | 7,9 | 1.2, 2.4 | 1,2,3,4,7,8,9 | 2,3,4 | Yes | 1,2,3,4,5 | 1,5 |
| Comprehensive Assignment  1. Read and Discuss Report  Pts: 0  Obj: 1,2,3,4,5,6,7,8,9,10,11,13  2. Write Eligibility  Pts: 50  Obj:1,2,4,5,7,8,  3. Write IEP  Pts: 150  Obj:1,2,4,5,6,7,8,9,10, | 5,7,8,9  5,6,7,8,9,10  1,2,3,5,6,7,8 | 1.2, 3.3, 5.4  1.2, 3.3, 5.4  1.2, 2.2, 2.4, 3.3,  4.2, 5.4, 6.3, 8.1 | 1,2,3,6,7,8,9,10  1,2,3,4,6,9,10  1,2,3,4,5,6,7,8,9, 10 | 1,2,3,4,5,6  1,2,3,4,5,6  1,2,3,4,5,6 | No  No  Yes | 1,2,3,4,5  1,2,3,4,7  1,2,3,4,5,6,7,8 | 1,5  1,5  1,5 |
| Field Hours  1. Interview Administrator  Pts: 30  Obj:1,6,7,9,10  2. Shadowing Tchrs  Pts.40  Obj. 12,4,5,6,7,8,9,10,11,12,  13  3.Classroom  Observations  Pts: 50  Obj:2,4,5,6,7,8,9,10,11, 12,  4 Write and Teach Lesson Plan  Pts: 80  Obj.1,2,3,4,5,6,7,8,9,10, 11,12,13 | 7,8    5,6,7,8  5,7,8  1,2,3,4,5,6,7,8,9 | 1.2, 3.3, 8.1  1.2, 3.3, 5.4, 8.1  1.2, 2.4, 3.3, 5.4, 8.1  1.2, 2.2, 2.4, 3.3, 4.2, 5.5, 6.3, 8.1 | 2,3,5,7,9,10  1,2,3,4,5,6,7,8,9, 10  1,2,3,4,5,8,9,10  1,2,3,4,5,6,7,8,9, 10 | 2,3,4,5,6  1,2,3,4,5,6  1,2,3,4,5,6  1,2,3,4,5,6 | No  Yes  Yes | 1,2,3,6  1,2,3,4,5,6,7,  1,2,3,5,6,7  1,2,3,4,5,6,7 | 1,3  1,5  1,2,5    1,2,5 |
| Final  Exam:  Pts: 100  Obj: 1,2,4,5,6,7,9,10,11,12,13 | 1,2,3,5,7 | 1.2, 2.2, 3.3, 5.4 | 1,2,3,4,5,6,7,8,9, 10 | 1,2,3,4,5,6 |  | 1,2,3,4,5,6, | 1,5 |

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment Standard 4 The Teacher Implements and Manages Instruction Standard Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 3 Learning Environments InTASC 4 Content Knowledge InTASC 5 Application of Content InTASC 6 Assessment

InTASC 7 Planning for Instruction InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)** Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Council for Exceptional Children Standards-Initial Preparation**

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

**Mission Statements/Vision**

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:**

Upon completion of this course,

1. Participants will learn the historical foundations classical studies, and legislation

regarding LD students.

2. Participants will learn the definition, characteristics, and manifestations of

learning disabilities as they related to children, youth, teens, and adults.

3. Participants will study and apply research relative to learning disabilities, and

etiologies of learning disabilities.

4. Medical, social and emotional characteristics

of individuals with learning disabilities will be studied.

5. Participants will gain a general knowledge of identification standards and

assessment practices associated with learning disabilities.

6 Participants will become more aware of the educational and behavioral

interventions which are effective with this population of learners.

7. Participants will learn techniques of classroom design which are most

appropriate for students with learning disabilities.

8. Participants will review and discuss classroom management strategies

which are appropriate for students with learning disabilities.

9. Participants will grow in understanding how to instruct students with learning

disabilities in the areas of reading, mathematics, written expression, and other

academic areas.

10. Participants will learn strategies which will help individuals with learning

disabilities to become independent in their learning and study skills.

11. Participants will learn how the adult is impacted by learning disabilities as

he/she pursues personal goals.

12. Participants will learn the impact learning disabilities may have on auditory and

information processing skills. 13. Students will learn how to take all of the above information into consideration in the Referral to Placement process.

|  |  |  |
| --- | --- | --- |
| **Class Content and Schedule Session**  **Before first**  **session** | **Topic**  **Writing Good**  **Present Levels**  **Of Functioning on IEP** | **Assignments**  **Read** Present Levels  @ <http://www.parentcenterhub.org/repository/present-levels/> |
| Session 1 | Introduction to Learning and Characteristics of LD and other mild disabilities  Recent changes  in Special Education | Online Lessons 1 and 2  Chapters 1, 5, and 7 of text  **Article Review**  Write a paragraph summary of  what you learned and where you  need more information |
| Session 2 | Referral through  Placement | Chapters 2 - 4, **10**  **10 Basic Steps in Special Education**  **@** [**http://www.parentcenterhub.org/repository/steps/**](http://www.parentcenterhub.org/repository/steps/)  **Read the Integrated Report (**Found in the first section of your course outline) |
| Session 3 | Referral through  Placement (con'd)  Social, Emotional,  and Behavioral  Issues | Chapter 6 , 8 and 9  Large Group: <http://www.pbisworld.com/behavior-descriptions/aggressive-bullying/>  **consciousdiscipline**.com/  Write a paragraph summary of  what you learned and where you  need more information  **Comprehensive Assignment, Part A, Eligibility Report** |
| Session 4 | Reading and LD | Online Lesson 4  Chapter 12  Large Group: <http://consciousdiscipline.com/shubert/>Write a paragraph summary of  what you learned and where you  need more information  **Begin planning IEP goals and objectives, use pages 32-36 of Guidance Document for IEP Development in First Section of Course Outline** |
| Session 5 | Mathematics and LD | Online Lesson 5  Chapter 14  Large Group: <http://www.pbs.org/wgbh/misunderstoodminds/experiences/mathexp1c.html>  **B. Field Hours Assignment** |
| Session 6 | Language and LD | Online Lesson 6  Chapter 11 and 13  **Comprehensive Assignment - IEP**  Language development in children. (2009). Child Development Institute @  [http://childdevelopmentinfo.com/child-development/language\_development.shtml](http://childdevelopmentinfo.com/child-development/language_development.shtml%20) |
| Session 7 | Learning Strategies and LD | Online Lesson 7  How Are You Smart video  <https://www.youtube.com/watch?v=XCPKMWyF1Lo> |
|  |  |  |
| Session 8 | Adults with LD: A Lifetime of Challenges Adolescents and Adults  with Learning Disabilities | Online Lesson 8  Chapter 9  Handbook of Field Hour reports  (Oral)  **Final Exam - Demonstration of ability to transform assessment and evaluation into instructional goals** |
|  |  |  |

**COURSE TASKS/Requirements:**

**Class Participation**

Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask

pertinent questions and critically discuss issues related to the learning activities of the

class (small and large group online discussions, study questions and reflective writing

assignments). Please notify the instructor if you are to be absent. Students must

contribute to class discussions a minimum of five times; they should also contact the

professor in advance if they might be absent.

**Course Assignments/Assessments**

1. Each session will feature a required reading from the textbook. Please read ahead of class.

2. Each session read the online lessons assigned to that session. The titles of each of

the online lessons are found at the top of the listing of activities for that lesson on

the course outline.

3. Many sessions has Web sites which are to be read. **Required readings must be completed before the next session convenes.**

4. Weekly queries are part of assessment to determine if students are assimilating information from each week’s topic.

**Weekly Query (Instructor Generated)**

The weekly query responses must **be posted on the discussion board (as specified weekly) at least one hour before the next session convenes**. Responses will be considered as quiz scores, with 10

points maximum earned with each accurate and detailed response. Responses will typically consist of ten or fewer sentences/items. Refrain from excessive writing or essay composition. Also, please put information into your own words, do not copy and paste. That does not represent a learning activity. Late responses will not receive credit. This assignment will be due one hour before class time but should be done earlier in the week to give time for responding to others and them reading and responding to your post. **Document where you found your answer.**

**Weekly Journal**

After each class session, please write a short entry into your journal of information you learned during the session and areas where you believe you need more information.

**Research Article Review**

Read one article on an issue related to **things to consider in developing an IEP** for students with learning disabilities. Write a 1-2 page summary using APA form for the reference, and post to the Discussion Board

* **COMPREHENSIVE ASSIGNMENT.**

**A. Identification to Placement**

Being provided an integrated report:

1. Students will **thoroughly read** and discuss the **Integrated Report.**

2. Students will examine and discuss how to use the Integrated Report's information in the Eligibility Process, the IEP process, and establishing teaching goals for individual students with disabilities.

3 . Students will determine eligibility for a student suspected of having a

specific learning disability using Kentucky approved eligibility forms.

4. Students will create an IEP based on the report and eligibility using

Kentucky approved forms.

This comprehensive assignment should reflect each student’s ability to take a student from identification to determination of an appropriate educational program.

**B.** **Field Hours**

Students will participate in **twenty (20) hours** of field experience. Field

experiences provide 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. Use fictional names when you write about

learners and teachers to keep confidentially. Logs must be kept of

the field experience. *This form can be obtained by contacting the Special Education Program Office or by accessing the University web page (*[*www.campbellsville.edu/mase*](file:///C:\Users\Carol\Documents\aCampbellsville\aaaSED606QC13\www.campbellsville.edu\mase)*.)* The original must be sent to the Special Education Program office. The form must be completed in order to receive credit for the course.

* Part 1, Principal Interview:

1. How does the IEP of special needs students affect their participation in a general education

classroom?

2. What knowledge, skills, and attributes do you or other administrators look for when hiring a new teacher for students with learning disabilities?

3. Dealing with parents of students with special needs can sometimes be difficult. Do you have any advice on working effectively partnering with parents?

4. What is the best advice you can give to someone becoming a special education teacher?

(Specific directions for this assignment, as others, will be found in the Summary of Assignments document provided you by your professor).

* Part 2, Experience in the Classroom

(See Specific Directions and Rubrics for this portion of the Field Hours Requirement in the Summary of Assignments document provided to you by your professor).

**Kentucky Field Experience Tracking System**

KFETS is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2016-17 forms are located on the SoE web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). In addition, students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is ([www.epsb.ky.gov](http://www.epsb.ky.gov)). I have already created the required information for all MASE courses in KFETS. Students, complete this task before the end of each 8-week session. For help, there is a tutorial on the EPSB site. As always, please call the Special Education office for help.

* **FINAL EXAM**

Exam will be posted during the Week of Lesson 8.

**EVALUATION:**

Personal Bio 15

Weekly Queries (8 @ 10 points each) 80

Participation (Chat and Group Work) 80

Article Review 60

Comprehensive Assignment 200

Eligibility Report 50

IEP 150

Field Experience 200

Final Exam 100

**Total Points: 735 GRADING SCALE:**

**93 - 100% = A**

**86 - 92% = B**

**79 - 85% = C**

**72 - 78% = D**

**Below 72 = F**

**RUBRICS AND SUMMARY OF ASSIGNMENTS**

* *Carefully read the entire Summary of Assignments including the rubrics.* Read Chapter 1 Lerner and Johns, which is the textbook *Learning Disabilities and Related Mild Disabilities: Characteristics, Teaching Strategies, and New Directions*. And read the Online Lesson under Lesson 1 (August 29-September 4). The Online Lesson consists of the first two links under each lesson, (in this case, Introduction and History of the Field of Special Education)
* **First Assignment (15 Points)– Your Bio: Post your personal bio on the YOUR Bio Forum in the first section of the course outline. This should be done before the first class session.**  YOUR Bio: In your bio, describe yourself, your relationship to special education, your family, pets, a picture of yourself or family, etc. so that we can all know a little about each other. If you are teaching, describe your teaching assignment, county, school, grade, type of position. List 2

or 3 things you hope to learn by taking this course. After you have posted your personal bio read and comment on the personal bios of at least two other students. Also, please list an alternate email (other than the CU email), and a phone number where you can be reached when you can't be reached by email.

**1. CLASS PARTICIPATION**

All students are expected to attend **ALL** Class sessions from beginning to

end. **NOTE:** The only excused absences will be for medical problems and crises -- personal or immediate family emergencies. Job responsibilities are

not an excused absence. Two total unexcused absences will be allowed but

points will be deducted for each. More than two absences will result in an F

for the course. Attendance will be taken for each class session. To be

counted as **PRESENT** for the class, you must indicate **PRESENT** when

asked to do so. If you fail to do this, you will be marked absent, regardless

if you were present and responding during some other portion of the class.

Attendance is for the ENTIRE class period so please be on time pay attention when

asked to indicate that you are **PRESENT**. Each unexcused absence for all

or any portion of the Class Session will result in 10 points being

deducted from your final Participation Grade. **Since we are going to an 8-week schedule, each class will be 1:20 in duration.**

Each student is expected to contribute actively in each week’s class

session. This means students are expected to pose good, thoughtful

questions and contribute responses that are meaningful to their fellow

students. We will be using Adobe Connect for our class sessions. This

means that you will need a headset available. And please be prepared to verbally interact rather than type in responses. Make sure you take any tutorials available to be ready for this interactive course.

When the weekly Class Session is begun, students will refrain from discussing personal issues with each other. Personal discussion/chat needs to be done outside of class time because it is very interruptive of the learning process for others. I will be available 10-15 minutes before class each week, and that is also a good time to log in so that you can catch up on the news from your classmates or ask specific questions prior to the start of class.

Some of the assignments for this class will be completed using teams. **ALL**

**STUDENTS** are expected to fully contribute their expected part in Team Assignments. Each team must list the student who worked on and

contributed to each part of an assignment. Just being on a team does not

provide a grade; being an active member of the team is required, accepting responsibility for your portion of the work. Teams will not change. When an assignment is a team assignment, all students are expected to collaborate with their team and not attempt to turn in individual assignments. Each student will turn in ALL assignments, So that whichever member of the team has the complete assignment, please email it to your teammates so EACH ONE of you can turn it into your team's complete assignment location as directed.

**All assignments will be turned in by clicking on that Assignment Icon.**

For example, for Weekly Query 1, click there and put your response there.

Or for a report to be uploaded, go to that assignment and upload your file(s) there. Same for the Final Examination. Your assignment must be in the assigned locations for grading on the platform’s grade book. You do not send assignments

to the instructor, unless individually requested to.

**Rubric for Grading Participation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade of F** | **Grade of C** | **Grade of B** | **Grade of A** |
| Exhibiting a  significant lack of  responding to all  of the  opportunities in  Chat, the Weekly  Queries, and  responses to  classmates  Lack of  participation in  team assignments  Having 3 unexcused absences | Inconsistent  contributions on Chat  Less than 80%  responses on Weekly  Queries  Inconsistent  responding to  classmates’  postings  Inconsistent  participation in team  assignments  Engaging in personal  conversations | o Somewhat  inconsistent contributions  during each weekly Chat  o Failing to respond to some Weekly Queries  o Contributing 1-2  times each week to classmates’ postings on  Weekly Queries  o Generally good  participation in  assigned team  o Refraining from  personal conversations | Consistent attendance and contributions during each weekly class session  Contributing each week in recording the Weekly Query response listed in  each lesson  Responding EACH  WEEK to at least  two classmates’  postings on the Weekly Query  Participating fully  with assigned team  Refraining from  Personal conversations  during class time |

ALL ASSIGNMENTS ARE EXPECTED TO BE COMLETED ON TIME.

ASSIGNMENTS NOT TURNED IN BY THE DUE DATE WILL RECEIVE

GRADES WHICH ARE LOWERED DAILY FOR 3 DAYS. A paper that is one

day late will have an 89 as the top possible grade; two days late, the top grade will

be 79; 3 days late, the top grade will be a 69. **ANY ASSIGNMENT, without prior permission from the instructor, 4 DAYS LATE WILL RECEIVE A GRADE OF ZERO! If you have a compelling reason for not being able to complete an assignment (such as schools are closed), be sure to contact the instructor when that occurs to discuss an extension.**

**2. WEEKLY QUERY**

Each session will feature a WEEKLY QUERY. Responses will be considered as

quiz scores, with 10 points maximum earned for each accurate and detailed

response, with an annotation as to where you found your information. Please do not just copy what someone else has written. First of all, that is a copyright infringement, and secondly, it is not a learning activity. Think about what you are responding to. Responses will typically consist of ten or fewer sentences/items.

Refrain from excessive writing or essay composition but be sure to completely

respond to the query. You are also expected to read and respond to at least two

classmates’ postings. It needs to be a well thought through response. “I agree” or “Good point” are not acceptable postings. Some discussion should be included. **To get full points, two responses to classmates must be posted.**

**Query responses must be posted no later than one hour before class time for the next week’s Class Session**. Therefore, if it is the query for Week 1 which runs from August 29 through September 4, the query must be posted **one hour before class time (7 PM ET)** on September 4. Late queries will not be accepted.

The minimum possible points for this rubric is 0 points the maximum is 10. Intermediate scores will be converted respectively and rounded to the nearest available score.

**Query Points Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **F** | **C** | **B** | **A** |
|  | Total Points | Below 7 Pts | 7 -8 | 8 - 9 | 9 - 10 |
| Specific Answer to Query |  |  |  |  |  |
| On Time |  |  |  |  |  |
| Full, Detailed Response |  |  |  |  |  |
| Original |  |  |  |  |  |
| Response to Two Classmates |  |  |  |  |  |

**3. WEEKLY JOURNAL**

Each week, following class, students will take a minute to reflect on the class discussion and determine the points which are clear and they believe they understand. They will also determine those areas which they believe are unclear or that they need further information regarding. This assignment should be turned in immediately after class but must be turned in within 24 hours to get full credit.

**Journal Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Total Points** | F  Below  5 | D  6-7 | C  8 | B  9 | A  10 |
| Reflects on and discusses information learned  Reflects on information needed or further explained  Turned in within 24 hours of end of class |  |  |  |  |  |

**4. ARTICLE REVIEW (80 points) - Due by the Sunday of Week 1, by midnight, Sunday,**

---Unless otherwise indicated ALL assignments are due by midnight Sunday of the week the assignment is due.--

* Read one article on issues related to "Determining Present Levels of Functioning," (those areas addressed on the first page of the IEP;
* Write a one/two page summary. The article should be up to date, no older than 4 years. Therefore, chosen articles must be from 2013 or more recent.
* (Remember, it must be Learning Disabilities or behavior disorders, articles on other disabilities will receive a grade of D. Remember, ADHD and Autism are not the same as Learning Disabilities and cannot be used for this article).

**Rubric for Article Review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topic is related to learning disabilities | |  |  |  |  | | --- | --- | --- | --- | | A  15points | B  13.5points | C  12points | F  0points | |
| Article is related Determining Present Levels of Functioning | |  |  |  |  | | --- | --- | --- | --- | | A  15points | B  13.5points | C  12points | F  0points | |
| Article no older than 2013 | |  |  |  |  | | --- | --- | --- | --- | | A  15points | B  13.5points | C  12points | F  0points | |
| An APA reference citation is the final part of the report | |  |  |  |  | | --- | --- | --- | --- | | A  15points | B  13.5points | C  12points | F  0points | |

**5. FIELD EXPERIENCE (20 Total Hours) – 200 Points. DUE by the end of Week 6, Sunday**

**PLEASE NOTE:** Field Hours Assignment for this course is a total of **20** hours.

Start early by making an online folder titled Handbook of Field Hour Requirements in which you will include each of the following activities. As you finish each one, place it in your folder so that you can finalize it and put all things in order easily.

**Part 1**: Interview a School Principal: (One hour of credit for Field Hours)

1. Discuss, with the principal, assistant principal, or special education administrator: How does the IEP of special needs students affect their participation in a general education classroom? Does it affect the education of others in the classroom?

2. Discuss what knowledge, skills, and attributes school administrators look

for when hiring a new teacher for students with learning disabilities.

3. Ask the principal for the best piece of advice that he/she can give you as a beginning special education teacher

**Part 2, Classsroom Activities:** Each student must complete NINETEEN hours of observation. Hours of Observation will be divided several ways: These are all required activities which will be written up in your final summary and reflection.

BE SURE TO ADDRESS **ALL** OF THE ISSUES PRESENTED BELOW.

a. Shadowing the Special Education Collaboration Teacher during planning and teaching (2 Hours) (If you are already teaching, write a summary of how you plan and incorporate IEP goals and objectives in the regular curriculum).

Do this part of the assignment in the classroom where you will do observation of the ONE STUDENT you will observe and then teach a lesson in class later on. During this time, interact with the teacher as much as is practical and

reasonable about the whys of the planning and teaching - how is the IEP

involved?

b. Shadowing the Regular Teacher during planning and/or teaching (2 Hour)

Determine how accommodations are made for your student. Determine also how the regular and special education teachers collaborate on their planning. Again, if you are a collaborative teacher, describe the requested information.

c. Observing **ONE** student with an IEP in Learning Disabilities (3 Hours). This should be in the same classroom where you have been doing work with the teachers.

**Focus on only that one student** regarding

* Attention (% of on and off task),
* Response to instruction,
* Materials used and are they effective with this student,
* Technology (Low and High levels) used,
* Student's interactions with peers,
* Response to Management plans of the teacher,
* Describe learning activities, active and/or passive

Comment on each of these behaviors as well as any other relevant behaviors you observe.

d. Planning how to teach one lesson of the collaborative teacher's plan. Document how what you will teach is adapted to meet the needs of the special education student you have observed.(2 Hours) (If you are teaching, put your lesson on the SoE forms for this part of the assignment.)

Use SoE forms 2 for Lesson Plan and 4 for post-assessment.

If you are a collaborative teacher, teach a lesson but put it on the SoE forms.

e. Teaching One lesson with assessment (1 hour)

Assess those areas listed in d. above. Be sure to describe how you adapted your lesson plan to include the needs of the student you observed. Remember an assessment. Include it with this information or describe exactly how it was done and the results.

f. Review Your Lesson yourself first, determining from the assessment if the objective was met. (1 hour) Discuss this in your report - if it was met, if not, why?

g. Reviewing Your Lesson with the Collaborative Teacher (1 hour) If you are a collaborative teacher, you might ask a supervisor (ass't principal, special education supervisor, etc.) to sit in on the lesson and critique it with you.

h. Document the feedback given (1 hour)

i. Communicate with subject's family at least 2 times - at the beginning and when finished (1 hour). If for whatever reason you cannot gain contact with the family, describe 3 attempts in detail as to how you attempted to communicate.

**(Items a through i should be done in sequence. Items j and k can be done at anytime during the term. Obviously, l will be the final step in the process.)**

j. Visit a Head Start or preschool program (1 hour) Write a summary of your visit and compare the learning activities there with other K-12 levels.

k. Observe a student at each of the other two levels of school which you have not done. Example, if you did your work above at the middle school, then you would need to do one hour each at elementary and one hour at the high school. In these observations, determine from the teacher the objective from the IEP that is being addressed and then report how the teacher is adapting the lesson to fulfill the objective for the special needs student(s). (2 hours)

l. Writing up all of the above set of experiences (3 hour). This Summary of your field experiences should include all areas listed above, SoE forms, PLUS **Your Own Reflection** of what **YOU** learned from these activities, not what the students learned. This reflection should be more than a short paragraph; rather, an in-depth look back at your experiences. You might want to include some of the positive and some of the less than positive aspects of your field hours.

Use this rubric to write your report for the Handbook with each of these parts in it divided into sections. This Handbook should include:

* A title page with the course number and name, your name, date.
* Make sure you entitle each section as you write it. DO NOT write your report as a long running paragraph but rather discrete sections, of “a - Shadowing a Special Education Collaborative Teacher," through “l”. These activities in Part 2 are sequential (other than j and k) and must be completed in the order listed. Part 1 and items "j" and "k" can be done at your convenience.
* Please address each item a through l separately with separate headings for each.
* This assignment is 200 of the 735 points total for the course. Therefore, please give this your best effort.
* The last section, l, your final summary, should be a good, reflective part of your assignment. It is 25 points out of the total and deserves good attention.

**RUBRIC FOR OBSERVATIONS**

|  |  |  |
| --- | --- | --- |
| Activity | Description | Possible Points |
| Part 1, Principal Interview | Worthwhile and relevant Summary of Part 1 of assignment described above. **Include the principal's name, school name, date of interview, and your name.** | 20 |
| Part 2 |  |  |
| a. Shadow the Collaboration Teacher – 2 Hours | Summary of activities while shadowing collaboration teacher. Discuss how IEPs are worked into instructional plans - 2 hours | 15 |
| b. Shadow the Regular Education Teacher – 2 Hrs | Summary of how the teacher plans and teaches and involves the goals and objectives from IEPs into her lessons | 15 |
| c. Observe ONE  student with an  IEP in Learning  Disabilities – 3 Hrs | Summary of all items individually addressed as described above in the assignment. | 20 |
| d. Planning how to teach one of the collaborative teacher’s lessons – 2 Hours | Write the steps of the lesson with the objective to be taught, including Review, Motivational activity, Concept to be taught, Guided Practice, Individual Practice, Review, and an assessment  Write out the assessment and attach to lesson plan, make it something other than paper/pencil questions or problems, assessing some of the areas observed in d above. Use SoE 2 and 4 when writing this lesson and then post-assessing it. | 25 |
| e. Teach one lesson plan with an assessment - 1 Hour | Write a summary of how you prepared the students, how the lesson went, any behaviors which you had to deal with. | 10 |
| f. Review  Your Lesson  yourself first,  and  determining  from the  assessment if  the objective  was met – 1 Hour | Write a reflection of how the lesson went (degree of success and learning), the assessment results and if that reflected learning and to what degree. (Depending on the type of your assessment, your description of results will vary)  **Include your assessment as an appendix to this Handbook** | 15 |
| g. Review  your Lesson | Write notes as the teacher shares with you his/her observations of the teaching assignment. Ask the teacher any questions you have | 10 |
| h. Summary  of  Collaborative  Teachers  observations  (Feedback) -1  hour | Write a summary of the points made by the teacher mentor.  Make sure and discuss the teacher's thoughts on strengths of the lesson, areas of possible improvement, your management of the students, and your method of presentation. Was the assessment appropriate or could it have been improved? Turn Tasks A1, A2, and Task C in with your Summary. | 15 |
| i.  Communicate  with student's  family - 1 hour | Spend some time with the family of the student you observed.  Talk with them about their goals for their child, their  frustrations or needs, and what kind of communication from the  school would be helpful to them? (Do this with the teacher's  knowledge and permission). Write up your results | 10 |
| j. Observe at the two levels not used for your main work - 2 hours | Observe a student with a mild disability at the two levels you did not observe, i.e., if you worked at a high school level, then you would do these 1 hour each observations at elementary and middle school. Ask the teacher which objective from the IEP the student is working on and discuss how the lesson is adapted to meet the students need. Include a fictitious name for the student, the school, teacher, date of observation, brief description of the student and their engagement with the class and content, and then how the lesson is adapted and how effective it seems to be.  Identify the disability of a student you observe at each level. | 10 |
| k. Visit a Head  Start or  preschool  program - 1  hour | Visit a preschool program and look at the kinds of developmental activities going on. What opportunities are there for socialization, expressing themselves, working independent of the teacher, playing in groups, learning pre-academics? How does the climate of the classroom differ from school age? How does the teacher motivate the students? What percent of the activity is hands-on active learning and what percent is passive learning, listening? | 10 |
| l. Your final  Summary and  Reflection - 3  hours | Spend some time thinking of all of your field hours. Cumulatively, what have you learned from these experiences? How do they relate to one another? Do you feel you spent your time well in your experiences? What did you take away from these experiences that will help you in the future? | 25 |

**6. COMPREHENSIVE IDENTIFICATION THROUGH PLACEMENT**

**ASSIGNMENT (200 Points, 50 for Eligibility, 150 for IEP activities)**

The major backbone of the education of a student in learning disabilities is the valid assessment, determination of eligibility, formulation of the IEP, and delivery of the curriculum in a manner that takes advantages of the students learning styles and addresses weaknesses. These steps are intricately tied to one another.

Teaching and learning must be based on the IEP; the IEP must be based on the assessment (represented by the Integrated Report) and eligibility.

 You will be given an integrated report prepared by a school psychologist in the Commonwealth of Kentucky and represents a real student with a real problem. From this report with the background information and thorough assessment data available, you will

* Develop the eligibility based on the information given (using the State Approved Form) - TEAM ASSIGNMENT. This will be done in class. Develop an IEP based on the integrated report and eligibility, using the State Approved Form) – TEAM ASSIGNMENT (Please use the Guidance Document for IEP formulation found in the "Are You Ready?" section of your course

**RUBRIC FOR ELIGIBILITY REPORT**

|  |  |
| --- | --- |
| Activity | Possible Points |
| All demographic data correctly entered | 7 |
| Items 1 - 6 appropriately addressed | 8 |
| Items 7a,7b, 8, and 9 explained to provide the needed information for decision making | 14 |
| Page 3 - Filled out correctly including  Student's information Supporting Evidence - Relevant data which indicates the student's needs for either special education services or no need for special education services  ARC determination - If this is that insufficient information requires more assessment, describe the areas of assessment needed AND a date for reconvening of the ARC required in a real eligibility meeting | 14 |
| Page 4 - Indicate agree or disagree ONLY in those members of the committee who are REQUIRED to attend, including parents | **7** |
| **Total** | **50** |

**DUE DATE FOR ELIGIBILITY REPORT: End of Week 3, by midnight, SUNDAY**

**RUBRIC FOR IEP**

|  |  |
| --- | --- |
| **Activity** | **Possible Points** |
| Page 1 - Educational Performance Areas are filled out correctly with all needed information for decision making, including test information and observations PLUS implications for learning in the gen. education classroom | 25 |
| Page 2 - All areas correctly checked – Remember, each area must be addressed | 15 |
| Page 3 - All areas addressed - Goals and benchmarks must be observable,  measureable, contain criteria for mastery for success, the condition, and the time needed for mastery (See Guidance Doc. for help) | 45 |
| In Review of Progress of Annual Goal, fill in Method of Eval for 1st reporting period using Methods of Measure given in Schedule of Reporting Progress | 15 |
| Page 5 - All areas addressed. Carefully state what is called for in LRE, Special Education services, any related services | 30 |
| Page 6 - All areas address. Extended school year needs to be addressed on this page.  You do not address the transition part since the student is not 16. | 20 |

**DUE DATE FOR IEP REPORT: End of Week 5, by midnight Sunday**

**7**. **FINAL EXAM.** The Final examination will be sent to you during Week 8. The final exam due date will be determined at that time. Exams submitted after the due date will be graded with a zero (0). The final will be worth 100 points.

**SUMMARY OF ASSIGNMENT DUE DATES**

**A. Personal Bio: Prior to First Class**

**B. Article Review: Sunday, Week 1**

**C. Field Hours: Sunday, Week 6**

**D. Eligibility Report: Sunday, Week 3**

**E. IEP: Sunday, Week 5**

**F. Final Exam Week 8**

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National Collaborative on Workforce and Disability for Youth. (2012). *Using universal design for learning: Successful transition models or educators working with youth with learning disabilities. Washington, DC: Institute for Educational Leadership.*@<http://www.ncwd-youth.info/information-brief/using-universal-design-for-learning>.

Mercer, C.D., Mercer, A.R, and Pullen, P.C. (2011). *Teaching students with learning problems* (12ghed.) Upper Saddle River, NJ: Person Education

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**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

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](mailto: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.