***Campbellsville University***

**School of Education G5, 2017**

**SED 697-01**

 Learning Disabilities: Foundations, Assessment and Strategies for Success for All Students

Instructor:

Dr. Carol McGregor Downey

Cell Phone: (404)216-1783

Email: drmcg@gmail.com

Class Time: Tuesdays,

8:00-9:15 p.m. Eastern

*Campus Security numbers: Office* ***(270) 789-5555,*** *Cell* ***(270) 403-3611***

# “Empowerment for Learning”

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## Textbook:

\_\_\_\_\_\_\_*Learning Disabilities: Foundations, Assessment and Strategies for Success for all Students,* (2012). Pearson Custom Education, Boston, MA.

Spinelli, C. *Classroom Assessment for Students in special and General Education.*  (2012). Pearson: Boston, MA.

**Pre-requisites**:

**Course Description**

All learners possess unique characteristics, interests, and abilities. Educators are responsible for connecting instructional planning to individual strengths and needs of learners with disabilities. This advanced course serves to deepen students' understanding of all learners. Students will review the federal and state definitions of specific learning disabilities, eligibility criteria for support services, the regulations that govern such service, and the instructional responsibilities of all teachers of students with mild to moderate learning disorders. Theories, current issues such as cultural and linguistic diversity of students, inclusion, differentiating instruction for diverse learners, different assessment processes, early intervention strategies and the standards-based education reform movement are broadly addressed. The above components of the course will be accomplished through research in the classroom, using provided assessments and educational goals, additional teacher assessments to explore students' differentiated learning styles, by writing improved educational goals, and teaching and collecting data to support students' gains. Teachers' diverse roles and responsibilities will be explored in the effort to bring a quality education to all students with diverse learning needs.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Align** **With****Assessment****Pt Value** | **Kentucky****Teacher****Standards****(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology****(Yes or No)** | **[ include full name of SPA/s]** | **CAEP** |
| Class ParticipationPts: 80Lrng Objec.1,2,3,4,5,6,7,11 | KTS 1,5,6,7,8, 9,10 | 1.22.23.35.46.38.1 | 12345678910 | 12345 | Yes | CEC 1234567 | 15 |
| Weekly QueriesPts: 80Lrng Objec.3,4,5,6,11,12 | KTS 1,2,5,6,7,9 | 1.2,3..25.46.38.1 | 12345678910 | 1234 | Yes | 1234567 | 15 |
| WeeklyJournalPts: 80Lrng Objec.4,5,6,8,10 | KTS 1-5.7,9 | 1.22.22.43.84.25.46.38.1 | 12345678910 | 12345 | Yes | 1234567 | 15 |
| Summary of Record Review, Student Assessment, and IEP RecommendationsPts: 100Lrng Objec.1,2,3,4,5,6,9,10, | KTS 5,7 | 2.22.43.34.25.46.38.1 | 12345678910 | 12345 | Yes | 123467 | 15 |
| Research in clsrm/6 assessmentsPts: 100Lrng Obj.2,3,4,5,6,8 | KTS 1,3,5,7,8,9 | 3.35.48.1 | 12467 | 1234 | Yes | 1247 | 16 |
| Dev.&Impl. strategies using combined data to address student needsPts. 150Lrng Obj:4,6,7,8,9,10 | KTS 1,2,3,4,5,6,7,8,9,10 | 1.22.22.43.34.25.46.38.1 | 12345678 | 12345 | Yes | 1234567 | 15 |
| Combine all data into case study incl. results of imple. and add. recommendatioonsPts: 100Lrng Obj:4,5,6,7,8,9,10,11 | KTS 1,2,3,4,5,6,7,8,9,10 | 1.22.22.43.34.25.46.38.1 | 12345678910 | 123456 | Yes | 1234567 | 145 |
| Oral Report of Case StudyPts: 50Lrng Obj:3,4,5,6,7,8,9,10,11 | KTS 1,2,4,5,6,7,8,10, | 1.22.22.43.34.25.46.38.1 | 12345678910 | 123456 | Yes | 1234567 | 1 |

**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 - Advanced Preparation**

 Standard 1 - Assessment

 Standard 2 - Curricular Content Knowledge

 Standard 3 - Programs, Services, Outcomes

 Standard 4 - Research and Inquiry

 Standard 5 - Leadership and Policy

 Standard 6 - Professional 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.

**Student Learning Objectives**

Upon completion of this course,

1. Participants will demonstrate how to prepare for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership.

 2. Participants will learn the historical foundations, classical studies, and legislation regarding students with specific learning disabilities

3. Participants will learn the definition, characteristics, and manifestations of learning disabilities as they relate to children, youth and adults.

4. Participants will study and apply research relative to learning disabilities, and etiologies of learning disabilities. 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 by doing action research in the classroom.

6. Participants will learn techniques of classroom design which are most appropriate for students with learning disabilities.

7.. Participants will review and discuss classroom management strategies which are appropriate for students with learning disabilities.

8. Participants will evaluate a student, collect data, and analyze data to better identify learning needs of students with learning and behavioral disorders.

9. Students will design and implement teaching and learning strategies designed through their research into learning needs of students with learning and behavioral disabilities.

10. Participants will self-assess and adapt instruction based on developed learning strategies

11. Participants will learn how the adult is impacted by learning disabilities as he/she pursues personal goals.

**COURSE TASKS/Requirements: *(Tagged to Professional Standards)*:**

**Participation**

**Class Participation (KTS 6, 7, 8)**

Class attendance will be checked. Two unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be assessed on their preparation and 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. An exit slip with reflection and response to class content will be completed each week following class as part of class participation.

**Field Experiences**

**Field Hours (KTS 1, 2, 3, 4, 5, 6, 7, 8)**

Students will participate in **fifteen (15) 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. Students who are **certified LBD teachers can use a student from their own classroom. Students who are not presently teaching** should work with a fully certified LBD teacher. As part of field experiences, students will identify and complete a case study. Pseudo names should be used to keep confidentially, and in keeping with APA requirements, people-first language should be used at all times, e.g., a “child with disabilities”, not a “disabled child”. Field hours must be documented using the CU field log form. The signed log form and final reflection must be sent to the Special Education Program office and a copy provided to the instructor. This documentation must be completed in order to receive credit for the course. This comprehensive project will require five main goals to complete:

1. Record Review of Student Assessment and IEP Recommendations. This will occur during Weeks 1 and 2 of the course. After gathering the information, and detailed report will be submitted, see Assignment/Projects/Research below):

2. With this information and following some informal observations during class time of specified student behaviors, decisions will be made, and approved by instructor, of informal assessments to be administered to the identified student for the case study and the administration of these assessments. This data will then be analyzed, interpreted, and a report submitted regarding findings. This work will be done during Weeks 3 and 4.

3. With all of the information gained in 1 and 2, above, students will refine ab IEP goal or objective to take into account newly learned information from the research done in the classroom. A plan will be written and implemented for at least 3 lessons and then analyzed to determine if new strategies appear to be effective. This report will be posted for grading. This project will be due at the end of Week 6.

4. The student will then combine the above documents into one Case Study and include recommendations for future instruction and interventions based on the whole of the study.

This step will also include a self-assessment and reflection of the work and gains which may have been made. This represents the culmination of the comprehensive assignment and will be due at the end of Week 7.

5. Students will present an oral report during Week 8, the final week of the course.

**(Note: The due date for each assignment other than queries and journals will be the Sunday of that week of class. Queries and Journals will be due by one hour prior to the start of the following week's class.)**

**Readings (KTS 1, 2, 4, 6)**

Each week will feature required readings from the textbook, Internet resources, and instructor provided materials. Required readings must be completed before the next session convenes.

**Weekly Queries (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9)**

Each week, one or more questions will be posted on the discussion board, and a response will include initial comments to each query as well as responses to classmates’ comments before the next session convenes. Quality and timeliness of responses will be assessed.

**Weekly Journal (KTS 1,2,3,4,5,6,7,8)**

Each week, students will write a description of their actions during the week in moving toward each step needed to complete the final case study. This could include doing a file review and relevant information found there, collecting data in the form of informal assessments and the students reactions and concerns, daily observations of the student working in class, analyzing and interpreting data collected, writing summaries of this information, involvement in compiling data into a meaningful study, or just self reflection of how the process is going. This will be posted weekly as is the Weekly Query.

 **Assignments/Projects/Research/Evaluation Points**

 Class participation (attendance, in-class discussion, exit slip) 80

 Weekly Queries (discussion x 8 weeks) 80

 Weekly Journal 80

 Summary of Record Review, Student Assessment and IEP

 Recommendations 100

 Research in classroom involving 6 informal assessments,

 analysis, and interpretation 100

 Development and implementation of strategies to address

 student involving combined data 150

 Culminating Project: Combined data into case study

 representing total work accomplished , results and

 recommendations 100

 Oral Report of Results of Case Study and Implementation 50

**Total Points: 740**

**GRADING SCALE:**

**Course Grading Scale**

 93 -  100% = A

86 -    92% = B

79 -    85% = C

72 -    78% = D

Below 72% = F

 **RUBRICS:** ***(each component of the rubric must be tagged to CAEP/InTASC/KTS)*:**

**Rubric for Class Participation/Weekly Queries**

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADE of 9=-10** | **GRADE of 7-8** | **GRADE of 5-6** | **Not acceptable Below 5 pts** |
| * Completes thoughtful preparation prior to class
* Logs into class on time and attends throughout period
* Participates actively and frequently
* Contributes thoughtful remarks and questions orally and in text
* Comments extend the interactions between students
* Participates fully with assigned team
* Timing of discussion board postings allow full conversation to emerge
* Exit slips submitted on time and with thoughtful reflection
 | * Present for class
* Reviewed at least the agenda prior to class
* Some contributions to discussion orally and in text
* Late postings on discussion board or exit slip
* Participation in team
 | * Present for class but no advance preparation
* Superficial responses in class or on discussion boards
* Microphone not working
* Late postings on discussion board or exit slip
* Some participation in team
 | * Absent from class
* No advance preparation
* Comments and postings minimal or absent
* Exit slip missing
* Minimal or missing participation in teams
 |

**Rubric for Weekly Journal**

|  |  |  |  |
| --- | --- | --- | --- |
| **GRADE 9-10** |  **7-8** |  **5-6**  | **Not Acceptable** **Below 5** |
| 1.Journal includes:Week # (1, 2, 3, etc.)2.Date:3.Amount of time spent this week:4.Clear, concise description of weekly activities5. Any relevant information about observations work with student 6. Concerns  | Same information as Column to left but less clear and well done  | Lack of some of the information required in Left Column, lack of relevant work done | Large portions of required information missing, lack of information being gained for the project |

**RUBRICS FOR FIELD EXPERIENCE:**

**Part 1** . **Record Review of Student Assessment and IEP Recommendations**

 **Due by the Sunday of the Second Week of Class**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 93-100** **A** |  **86-92** **B**  |  **79-85** **C** |  **72-78** **D** |  **Below 72** **F** |
| -Template used accurately with all information included from Record Review recorded.-Information presented in a usable form by other educators and parents.-Accuracy of reporting information | -Template used by some information incomplete.-Information less well organized | -Template used but considerable amount of required information lacking-Poor organization-Accuracy lacking | -Template not used-Poorly organized and confusing information-Late | -All information lacking the information required in the template-Lack of attempt to organize information-Late |

 **Part 2 - Informal Assessments in Classroom - Teacher Research**

**Due the end of Week 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 93-100** **A**  |  **86-92** **B** |  **79-85** **C** |  **72-78** **D** | **Below 72** **F** |
| -Assessments chosen and approved by instructor-Each assessment administered and noted in journal-Each assessment results analyzed and interpreted with thought and any further research needed-A well organized report listing each assessments, results, and impact results could have on learning. | **-** Assessments chosen and approved by instructor-Each assessment administered and noted in journal-Each assessment results analyzed and interpreted with less interpretation and analysis-Organized report listing each assessment and results | -Assessments given not approved by instructor-Little noted in journal-Assessments results more of a listing than analysis-Report turned in late | -Little thought to reason for the assessments-Journal noting inadequate-Assessment results poorly organized -Report turned in late | Assignment not completed |

**Part 3 - Planning and Implementing 3 lessons based on combined data**

**Due the end of Week 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  **93-100**  **A** |  **86-92** **B** |  **79-85** **C** |  **72-78** **D** | **Below 72** **F** |
| Planning and Implementation | -Planning documented taking into consideration combined data. Documentation should be noted in journal and written report | -Same as criteria in previous column but with less detail | -Planning does not show a clear connection to combined data- Documen-tation not noted in journal-Lack of organization in written report | -Planning without a connection to data obtained.-Poor docu-mentation-Unorgani-zed -Late | Assignment not completed |
| Results | Results of lessons will be reported clearly with analysis of effectiveness of new strategies, showing knowledge gained from in class research | Results of lesson will be reported with results less clearly stated  | Results reported with less clear understanding of effectiveness of knowledge gained from class results | Poorly organized report lacking demonstration of knowledge gained-Late | Assignment not completed |

**Part 4 - Combining All Data Collected into a Case Study**

**Due Week 7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 93-100** **A**  |  **86-92** **B** |  **79-85** **C** |  **72-78** **D** | **Below 72** **F** |
| -All data combined into a meaningful whole to make a well organized and formatted case study.-Readable and meaningful to educators and parents-Well defined recommendations based on teacher research and thorough assessment  - A thorough self-assessment that demonstrates time spent on reflection. | -Same as Left Column but with a lesser degree of thoroughness and organization | -Data not well organized to be easy and useful to the reader-Format not followed-Some vague passages which are confusing-Lack of depth in recommendations-Self assessment not well though-Late | -Poor organization and combination of data-Format inadequateLack of relevance of discussion and recommendations-Inadequate self-assessment-Late | Assignment not completed |

**Part 5 - Oral Report of Comprehensive Assignment**

**Due During Week 8**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 93-100** **A**  |  **86-92** **B** |  **79-85** **C** |  **72-78** **D** | **Below 72** **F** |
| -Well organized-Well prepared to speak-Supportive data-Results of Case Study-Impact on Student Learning | -Organized and informative-Adequate preparation-Some data-Results of Case Study-Impact on Student Learning | Lack of organization and preparation-No supportive data-Results of Case Study-Unclear impact statement | -Poorly organized with inadequate preparation-No supporting data-Poor presentation of Case Study and impact | Assignment not completed |

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**REFERENCES:**

**Internet Resources**

International Dyslexia Association [www.interdys.org](http://www.interdys.org)

National Center for Learning Disabilities [www.ncld.org](http://www.ncld.org)

Council for Exceptional Children [www.cec.sped.org](http://www.cec.sped.org)

Council for Exceptional Children, Division of Learning Disabilities <http://teachingld.org/>

LD Online [www.ldonline.org](http://www.ldonline.org)

Council for Learning Disabilities [www.council-for-learning-disabilities.org/](http://www.council-for-learning-disabilities.org/)

KIDLINK <http://www.kidlink.org/>

 Site for students from around the world to meet and talk about issues, ideas, and

 respond to other children. Chat and live message exchange are options.

SMART Education [http://smarttech.com/Solutions/Education+Solutions](http://smarttech.com/Solutions/Education%2BSolutions)

 New technology useful in all subjects and good for students with disabilities

MATH FORUM <http://forum.swarthmore.edu/>

EDJJ – National Center on Education, Disability, and Juvenile Justice [www.**edjj**.org/](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5Cwww.edjj.org%5C)

PBS Learning http:[//www.pbslearningmedia.org/](file:///C%3A%5CUsers%5CAppData%5CLocal%5CTemp%5CSED%20697%20G5%201415%20Syllabus%20McGregor.doc)

**Bibliography**

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.); revised. Washington, DC: Author.

Cortiella, C., & Horowitz, S.H. (2014). *The state of learning disabilities.* New York, NY: National Center for Learning Disabilities. Retrieved from <http://www.ncld.org/reports-and-studies/2014-state-of-ld/>

Deshler, D. D. (2005). Adolescents with learning disabilities: Unique challenges and reasons for hope. *Learning Disability Quarterly, 28*(2), 122-25.**This is something of a classic. Could I please include it?**

Kentucky Department of Education (2012). Guidance document for Individual Education Program development (5-29-2012 edition); SLD eligibility guidance document. Retrieved from <http://education.ky.gov/specialed/excep/Pages/IEP-Guidance-and-Documents.aspx>.

Kentucky Department of Education (2014). Retrieved from <http://education.ky.gov/specialed/excep/Pages/Monitoring-Documents.aspx>. Kentucky compliance review document; eligibility form for SLD.

Lerner, J., & Johns, B. (2015). *Learning disabilities and related mild disabilities: Characteristics, teaching strategies, and new directions* (13th ed.). Boston, MA: Houghton Mifflin.

Spinelli, C. G. (2011). *Linking assessment to instructional practices: A guide for teachers.* Upper Saddle River, NJ: Pearson.

Find KY'[s latest regs U.S. Department of Education (2006). Regulations for the Individuals with Disabilities Education Improvement Act (2006). *Federal Register*, August 14, 2006.

 Gatley, A. Curriculum in Content.(2015). *The 7 R's: Learning beyond content.* Retrieved from <http://wsascd.org/wp-content/uploads/09-Gaytley-Article.pdf>, Retrieved 1/15/17.

Morin, A. *Understood.* (2017). Understanding executive functioning issues. Retrieved from @[https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/understanding-executive-functioning-issues#item0](https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/understanding-executive-functioning-issues%23item0). Retrieved on 1/11/17.

**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.