**Campbellsville University**

**School of Education**

**SED 105**

**Introduction to Learning Disabilities**

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| Professor | Norma R. Wheat |
| Class | **SED 105 – Introduction to Learning Disabilities** |
| Phone | (W) 270-789-5169; (C) 270-866-0752 |
| E-Mail | nrwheat@campbellsville.edu |
| Class Time | Tuesday 6:00 – 7:15 PM |

* ***Class meets one-hour per week for 75 minutes.***

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

**Virtual Office Hours:**

The professor can be reached anytime by phone or e-mail.

**School of Education Conceptual Framework**

**Theme:** *Empowerment for Learning*

**Model:**



**Credit hours: 3**

**Required Text:**

Mercer, C. D., Pullen, P.C. (2009). *Students with learning disabilities.* (7th ed.) Pearson

**ISBN: 9780132228428**

**Resource Web sites:** Access these for more information about learning disabilities.

The list may be updated as more information is available. This list is provided to assist you in completion of projects/activities.

* 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)

* EDJJ – National Center on Education, Disability, and Juvenile Justice

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

* LD Online

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

* The Office of Special Education Programs

[www.ed.gov/offices/OSERS/OSEP](http://www.ed.gov/offices/OSERS/OSEP)

**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 prepare lessons, settings, and evaluations which enable success for their learners.

## School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by:

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan,
* implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups
* online activities and practice activities
* project completion
* independent review of research literature and web site content
* readings of textbook content

**Course Objectives:**

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. Medical, social and emotional characteristics

of individuals with learning disabilities will be studied.

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

assessment practices associated with learning disabilities.

5. Participants will become more aware of the educational and behavioral interventions which are effective with this population of learners.

 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 grow in understanding how to instruct students with learning disabilities in the areas of reading, mathematics, written expression, and other academic areas.

9. Participants will learn strategies which will help individuals with learning disabilities to

 become independent in their learning and study skills.

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

 he/she pursues personal goals.

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

 information process skills.

**PROFESSIONAL STANDARDS addressed in this course:**

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| **Aligned with** **Assessment** **(point values)** | **Kentucky****Teacher****Standards****(KTS)** | **KTS Diversity Indicators** | **InTASC** | **ILA****Standards** | **Technology****(Yes or No)** | **Council****for****Exceptional****Children****(Initial)** | **CAEP** |
| Exam100 ptsObj: 1-11 | 1-10 | 4.2, 5.4 | 1,2,6,7 | 3 | Yes | 1-7 | 1 |
| Discussion Board60 ptsObj: 1-11 | 1-10 | 4.2, 5.4 | 1,2,6,7 | 5 | Yes | 3,6 | 1 |
| Article50 pts Obj: 1-11 | 1, 5,7 | 4.2, 5.4 | 1,2,6,7 | 3 | Yes | 3 | 1 |
| Comprehensive Assignment-total300 pts \*eligibility -50pts \*IEP-150 \*lesson plans (3) 100pts (1 taught of the 3)Obj: 1-11 | 1-10 | 2.2, 2.4, 3.3, 5.4, 8.1, | 5,7,9,10 | 1-6 | Yes | 1-7 | 1,2, |
| Clinical Experiences & Reflection100 pts.Obj: 1-11 | 1-10 | 4.2, 8.1 | 3,6,7 | 3,4 | Yes | 3, 6 | 1,2 |

**Course Requirements**

* ***Class meets one-hour per week for 75 minutes***
* **Class Attendance and Participation Weekly: (100 Points) KTS 6, 7, 8, 9**  **Domain 1**

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

Class attendance will be checked. 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. Please notify the instructor using preferred mode of communication set by the course instructor if you are to be absent. Two total 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). See Rubric for specifics.

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 classmates. 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. The instructor 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.

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

For example, for Discussion Board Week 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 Final Examination. Your assignment must be in the assigned locations for grading on the platform’s grade book. **You do not email assignments to the instructor.**

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| **Rubric for Grading Participation** |
| **Grade of F** | **Grade of C** | **Grade of B** | **Grade of A** |
| * Exhibiting a significant lack of all of the opportunities in Chat, the Discussion Board, and responses to classmates
* Lack of participation in team assignments
* Having 3 unexcused absences

Adapted by permission fromDr. Carol McGregor | * Inconsistent contributions on Chat
* Less than 80% responses on the Discussion Board.
* Inconsistent responding to classmates’ postings.
* Inconsistent participation in team assignments
* Engaging in personal conversations
 | * Somewhat inconsistent contributions during each weekly Chat
* Failing to respond to Discussion Board
* Contributing 1-2 times each week to classmates’ postings on Discussion Board
* Generally good participation in assigned team
* Refraining from personal conversations
 | * Consistent attendance and contributions during weekly Chat sessions
* Contributing each week in recording the Discussion Board responses listed in each lesson
* Responding EACH WEEK to at least two classmates’ posting on Discussion Board
* Participating fully with assigned team
* Refraining from Personal conversations during class time
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**Course Assignments/Assessments**

1. **Required Reading**

Each session will feature a required reading from the textbook or as assigned by the instructor.

Those required readings must be completed before the next session convenes.

1. **Discussion Board: 60 Points**

A weekly discussion prompt will be posted to the discussion board. Your **initial post** should be at the designated time set by the course instructor. A discussion board assists adult learners in learning how to effectively convey ideas to a group in a professional and respectful manner.  Additionally, a discussion board affords the instructor the opportunity to challenge the learners’ thinking and guide the learner to be actively participating in their learning. To be effective, the instructor will be offering constructive comments to the posts. To encourage critical thinking, students will post responses to fellow classmates’ posts.

Students will be required to post an educationally relevant and thoughtful reflection to each prompt. Your responses/reflection should be supported with research based evidence and professional experiences. Additionally, respond to 2 other classmates' posts. All **replies** should be completed by **designated time set by the course instructor.** See the **Discussion Board Rubric** for specifics.

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| **Discussion Board Rubric** |
| **Ineffective –****(0-5 Points)****Grade F** | **Developing –****(6-7 Points)****Grade C** | **Accomplished –****(8 Points)****Grade B** | **Exemplar –****(9-10 Points)****Grade A** |
| * Learner’s postings show little or no evidence that readings were completed.
* Personal opinions or feelings, or “I agree” or Great idea” were used without supporting evidence, and with limited or not connections to readings, outside references, research or individual real-life experiences to support important facts.
* Responses do not build upon ideas of other learners.
* Learner often submitted posts that were not in complete sentences.
* Or two or more complete sentences are grammatically incorrect and have greater than 2 spelling errors.
* The style of writing does not facilitate effective communication.
* Initial discussion postings and/or responses were not at designated time set by the instructor.
 | * It is apparent the learner has read the material, but has not reflected on it in depth.
* Postings by learner repeat and summarize basic information, and have limited connections to readings, outside references, research or individual real-life experiences to support important facts.
* Learner responds to most posting of peers several days after initial discussion.
* Learner posts and responses do not build upon the ideas of other learners.
* The learner attempts to discuss the topic presented, but does not always express him or herself clearly.
* Responses include some grammatical, spelling or punctuation errors that distract the reader.
 | * Initial response was early, and at least two peer responses were made closer to the end of the time allocated/set by the instructor.
* Outside resources, research or individual real-life experiences were used to support important facts.
* Posting reflects an understanding of the prompt presented and or readings required in answering the prompt.
* Response to the prompt(s) is informed. However, the learner offers fewer “new” or unique” ideas and relies on the textbook or reading materials to create his/her contribution.
* The learner adds to the discussion prompt and stays focused.
* Posts and responses elicit responses and reflections from other learners.
* The learner shows respect and interest in the viewpoints of the others.
* Responses are largely free of grammatical, spelling or punctuation errors.
 | * Postings present an excellent understanding of the required readings.
* Outside resources, research or individual real-life experiences were used to support important facts.
* Initial response to the prompt was early, and two or more peer responses were made early in the time allocated/set by the instructor.
* Initial response made was insightful and informed demonstrating a sophisticated knowledge/understanding of the content.
* Responses to other students' posts are expertly communicated and are professional in nature.
* Responses show respect and sensitivity to the viewpoints of others.
* The learner remains true to the prompt and stays focused.
* Responses are free of grammatical, spelling or punctuation errors.
* The style of writing facilitates communication.
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1. **Research Article Review**

Read one peer reviewed scholarly article on an issue related to learning disabilities, write a one-two page summary, and post. Article will be scored based on depth and clarity and according to the scoring rubric.

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| **How to Write a Journal Article Review APA Style** |

1. Search CU Montgomery Library online library database such as EbscoHost and others for a scholarly peer- reviewed article of interest.
2. Read the entire article. Read the article again to gain the full understanding and make notes.
3. Write the citation for the article at the top of the page. The citation should follow APA- style formation below.

Breenm C.G., & Haring, T.G. (1991). Effects of contextual competence on social

 initiations. *Journal of Applied Behavior Analysis, 24, 337-348.*

1. Write a summary of the key points in the article. Include: research topic, literature review, the purpose for the article, how the research was conducted, the results and other pertinent information.
2. Educational implications of findings; write one-two paragraphs discussing the results and the implications of the results. It is here that you can offer your opinion of the article. (The “So

 what?” question)

1. Personal reflection. How has this article changed your views?
2. Cite any direct quotes or paraphrases from the article. Use the author’s name, the year of publication and the page number (for quotes) in the in-text citation.

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| **Journal Article Scoring Rubric** |
| **Writing Conventions** | **(A)****90-100** | **(B)****80-89** | **(C)****70-79** |
| **Ideas and Content** | Contains an engaging introduction identifying the topic; ideas clearly and elaborates with supporting details; uses appropriate language appropriate to the audience.  | Contains and introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience. | Very few relevant ideas or information. |
| **Organization** | Organization fully appropriate and effective for topic (***point of view, unity, paragraphing***); very strong introduction & conclusion, thesis statement, topic sentences. | Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences. | Minimal attempt at paragraphing, often successful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. |
| **Mechanics** | Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free. | Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting. | Spelling, form, indentation, capitalization, punctuation, and citation errors throughout. |
| **Task Compliance** | Fully addresses all aspects of the writing assignment; stays on task throughout. | Addresses part of the writing assignment, but generally writes about the topic and does not address the assignment directly.  Obviously digresses throughout the writing. | Does not address the writing assignment. Off-topic throughout the writing. |
| **APA Style** | Consistently and accurately followed the APA guidelines for the assignment; cites correctly ideas and information of others throughout the paper. | Somewhat followed the APA guidelines for the assignment; cites ideas and information of others throughout the paper. | Did not follow the APA guidelines for the assignment; inadequately cites ideas and information throughout the paper. |

How to Write a Journal Article Review APA Style

By Erica Sweeney, eHow Contributor

Adapted by Norma Wheat

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| **Comprehensive Assignment** |

1. **Identification to Placement (200 points)**

Being provided an integrated report:

* + Students will determine eligibility for a student suspected of having a specific learning disability using Kentucky approved eligibility forms. **(50 points)**
	+ Students will create an IEP based on the report and eligibility using Kentucky approved forms. **(150 points)**
	+ Students will develop three (3) lesson plans showing their ability to focus on information (a) in the integrated report, (b) on the SLD eligibility form, and (c) from the IEP, (d) teach one lesson. (Source of Evidence Lesson Plan) ***(100 points)***

The most critical piece framework in the education of a student with learning disabilities is the fidelity of the assessments, determination of eligibility, development of the IEP, and delivery of the curriculum in instructionally sound practices that enhances the students’ learning styles and addresses areas of concern. These steps are intricately woven together. Teaching and learning shall be based on the IEP; the IEP shall be based on the assessment (the Integrated Report) and eligibility.

* You will be given an integrated report which represents a real student with a real problem. From this report with the background information and thorough assessment data, you will
	+ Develop the eligibility report based on the information provided (using the KY Approved Form). –
	+ Develop an IEP based on the integrated report and eligibility (using the KY Approved Form). – (PLEASE use the KY Guidance Document for IEP found in your course.

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| **RUBRIC FOR ELIGIBILITY REPORT** |
| **ACTIVITY** | **POSSIBLE POINTS** |
| All demographic data correctly entered | 5 |
| Items 1 – 6 appropriately addressed | 6 |
| Items 7a, 7b, 8, and 9 explained to provide the needed information for decision making | 15 |
| 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
 | 15 |
| Page 4 – Indicate agree or disagree ONLY in those members of the committee who are REQUIRED to attend, including parents | 9 |
| **TOTAL** | 50 |

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| **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 general 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 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 addressed. Extended school year needs to be addressed on this page.You do not address the transition part since the student is not 16. | 20 |

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| **CLINICAL/Field Experiences** |

1. **Clinical/Field Experience (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10)**

Students will participate in **twelve (12) 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 pseudo names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located in the online). Logs must be kept of the field experience. The original must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit.

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| **Classroom Activities ELEVEN hours allowed** |

* + Students will observe / tutor one struggling learner. Observe in the level (elementary, middle or high) classroom setting of choice.

Focus on: 1) attention (% of an on and off task), 2) response to instruction, 3) materials used and are they effective with this student, 4) technology (Low and High levels) used, 5) student’s interactions with peers, 6) describe learning activities, active and/or passive. Professor may give additional requirements for the observation.

* Observe general education/co-teaching classrooms at elementary, middle and high levels.
* Discuss with the general education teacher, the co-teaching strategies used with

 the lesson observed.

* Discuss with the general education teacher how accommodations are made for the students’ with IEPs in that class.
* Discuss with both the general education and special education teachers what are examples of instructional strategies for the core classes and how are accommodations / modifications made for students with a language deficits (not students with communication disorders)?
	+ Observe a preschool or Head Start classroom.

Interact with the students, teacher and other adults in the room. Discuss with the teacher: 1) How is the IEP involved? 2) How is eligibility determined for students with developmental delay? 3) How is planning and teaching determined?

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| **Interview a School Principal: 1 hour allowed** |

* + Principal Interview:
		1. Discuss the curriculum and instructional design.
		2. How does the participation of students with learning disabilities attending typical classrooms affect the delivery of services to all students?
		3. What knowledge, skills, and attributes do you or other administrators look for when hiring a new teacher for students with learning disabilities?
* Ask the principal for the best piece of advice that he/she can give you as a beginning special education teacher.

***Note:*** *These are not all inclusive questions, only suggested questions. It will be necessary to have additional questions for the interview.*

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| RUBRIC FOR CLINICAL/FIELD OBSERVATIONS |
| Activity | Description | Possible Points |
| Part IPrincipal Interview – 1 hour | Include the principal’s name, school name, date of interview, and your name. | 10 |
| Part II |  |  |
| a. shadow the collaborative teacher – 2 hours | Summary of activities while shadowing collaborative teacher. Discuss how IEPs are worked into instructional plans – 2 hours | 10 |
| b. shadow the general education teacher – 1 hours | Summary of how the teacher plans and teaches and involves the goals and objectives, and accommodations/modifications for students with disabilities as stated in the IEPs into his/her lessons | 10 |
| c. observe ONE student with an IEP in Learning Disabilities – 2 hours | Summary of all items individually addressed | 20 |
| d. communicate with the 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 for the school would be of help to them***. (Do this with the teacher’s knowledge and permission).*** Write up your results | 10 |
| e. planning how to teach one of the collaborative teacher’s lessons – 1 hours | Write the steps of the lesson with the objective taught, including Review, Anticipatory activity, Concept to be taught, Guided Practice, Independent Practice, Ending Review, and assessment (formative)Write out the assessment and attach to lesson plan, make it something other than paper/pencil questions or problems, assessment of the areas observed. Use Source of Evidence Lesson Plan and the Source of Evidence Reflection and Analysis forms when writing this lesson plan. | 20 |
| f. visit a Head Start or preschool program – 1 hour | Visit a Head Start or preschool program and look at the kinds of developmental activities going on. What opportunities are there for socialization, expressing oneself, working independent of the teacher or other adults in the room, playing in groups, learning pre-academics? How does the climate of the classroom differ from school age? | 10 |
| g. observe at the two levels not used for your main work for this course -2 hours | Observe s 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 student’s need. Include a fictitious name for the student, the school, the 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 is seems to be. | 10 |
| **Final summary and reflection** | 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? What did you take away from these experiences that will help you in the future? | 25 |

1. **FINAL EXAM (KTS 5)**

The Final examination will be sent to you. The due date will be determined at that time. Five essay questions will be offered. Each response should be no more than two-pages typed (double-spaced), resulting in a final product of no more than ten pages in total length. The final exam has a maximum of 100 points.

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## Grading System

 **Assignments Points**

 Discussion Board (6 @ 10 point each) 60

 Article Review 50

 Comprehensive Assignment 300

 Clinical/Field Experience 125

 Final Exam 100

 **Total Point: 635**

Course Grading Scale

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

Below 60 = F

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| TENTATIVE SUMMARY OF ASSIGNMENT & DUE DATES |
| A. Article Review | January 26, 2017 |
| B. Eligibility Report | February 2, 2017 |
| C. IEP | February 16, 2017  |
| D. Lesson Plans (3) | February 23, 2017 |
| E. Teach 1 of the 3 lessons | March 7, 2017 |
| F. Field Hours | March 2, 2017 |
| G. Final Exam | Week 8 |

Incomplete Policy

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

Course work and other requirements to change the “I” grade must be completed by the end of the following 8 weeks. If by the end of the designated time, the requirements have not been met, the professor will change “I” to an “F”.

**Plagiarism Statement/Academic Integrity**

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

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

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

**Technical Support and Assistance**

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

Disability Statement

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

**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

**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 Professional Growth Plan (PGP).

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

**Documents to be used in coursework**

All documents/forms are located on the School of Education web page at (www.campbellsville.edu)

**References**

Alberto, P. A., & Troutman, A. C. (2003) Applied behavior analysis for teachers (6th ed). Upper Saddle River, NJ: Merrill/Prentice Hall.

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