

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 524

COLLABORATING FOR SUCCESSFUL INCLUSIVE CLASSROOMS

COURSE DESCRIPTION

A study of the types and characteristics of students with learning disabilities. Emphasis will be placed on classroom intervention strategies. Field experience required.

RATIONALE

Students with learning disabilities comprise the largest category of handicapped students, with approximately two million students with learning disabilities identified in the United States. It is imperative that every educator be prepared to deal with the special needs of students with learning disabilities.

I. PREREQUISITES

EDUC 500 or equivalent

II. REQUIRED RESOURCE PURCHASES

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with internet access (broadband recommended)
- B. Microsoft Word and PowerPoint
(Microsoft Office is available at a special discount to Liberty University students.)
- C. Windows Media Player
- D. Access to a copy of *Concise rules of APA style*.
- E. VCR/DVD player

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

- A. Demonstrate professional responsibilities and Christian stewardship by consistent course participation and completion of all stated assignments in a timely manner.
- B. Integrate Christian and professional principles in the classroom.
- C. Exhibit technology competencies for educators.

- D. Conceptualize theories of learning disabilities.
- E. Identify the characteristics of individuals with learning disabilities.
- F. Formulate intervention strategies to enhance the success of all learners, especially students with learning disabilities.
- G. Generalize current professional literature on learning disabilities and apply APA style to course assignments.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, assigned websites/articles, and presentations
- B. Discussion Board forums (7)

Throughout the course, the candidate will participate in discussion forums in two parts: 1) the posting of an original thread in response to the instructor's prompt, and 2) the posting of one reply to a classmate's thread. Each thread should be at least 250 words and should be posted by the end of Thursday of the week assigned. Each reply should be at least 150 words and should be posted by the end of Sunday of the week assigned.

- C. Article Reviews (2)

In Modules/Weeks 2 and 5, the candidate is required to submit 1–2-page papers, reviewing articles related to assigned topics. For each paper, the candidate should locate one scholarly, current article that specifically relates to learning disabilities, discusses the stated topic, and comes from journals of special education. The paper should be correctly formatted in APA style.

- D. Case Studies

In Modules/Weeks 4 and 7, the candidate will choose between two options to complete the required case studies. Each option has an accompanying packet that candidates will use to complete the assignment.

- E. Field Experience Assignments

During this course, the candidate is required to complete a minimum of 10 hours of field experience by actively working with students who are disabled in a classroom setting and interviewing a special education teacher. The field experience hours should be recorded using the Field Experience Log provided in the course. In order to fulfill the field experience requirements, the candidate should submit two assignments: the Field Experience Plan and the Field Experience Report.

1. Field Experience Plan

In Module/Week 1, the candidate should submit his/her proposed plan for completing the required hours and the interview information.

2. Field Experience Report

After completing the field experience, the candidate should submit a report consisting of a two-part paper and the completed Field Experience Log. The paper should include a 1–2-page analysis of the experience and a 1-page summary of the interview with the special education teacher. Both the analysis and the interview summary should be submitted in a single Word document via the submission link in Module/Week 8.

F. Differentiated Unit Plan Assignments

During this course, the candidate should create a Differentiated Unit Plan (DUP), which will be submitted through Livetext. The focus of this assignment is the appropriate accommodation and differentiation of instruction. The template, grading rubric, and all other required forms for this assignment can be accessed through Livetext. The project will be completed in four stages as described below:

1. Topic

In Module/Week 1, the candidate will submit his/her ideas for the DUP. Candidates should include the unit theme, the character principles that will be applied, descriptive information about the class, and the subjects that will be covered in the DUP.

2. Class Description and Seating Chart

The candidate will create a hypothetical class of at least 20 students, 10 of whom have learning disabilities/exceptionalities, and 1 who speaks English as a second language. Then, based on the written class description, the candidate will create a seating chart that accommodates the students' needs. The chart should be accompanied by a detailed explanation of why the proposed seating chart serves as an accommodation to each student with disabilities. The seating chart represents the first accommodation required for this project. This assignment must be submitted via Livetext in Module/Week 3.

3. Rewritten Text

The candidate should choose a trade book or a textbook and accommodate it to low-level readers by creating a rewritten text. The length of the rewritten text will vary depending on the grade level. Include pictures or graphs to aid the student if they are appropriate to the selected text. The rewritten text represents the second accommodation required for this project. This assignment must be submitted via Livetext in Module/Week 6.

4. Final Submission

By Module/Week 8, the candidate should complete two unit forms to demonstrate integration of two different subject areas for one week of instruction, accommodating the students in their hypothetical class.

Additionally, the candidate must supply the remaining seven accommodations required by the Livetext template.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (7 at 60 ea)	420
Article Reviews (2 at 40 ea)	80
Case Studies (2 at 40 ea)	80
Field Experience Assignments	
Field Experience Plan	20
Field Experience Report	150
Differentiate Unit Plan Assignments	
Topic	20
Class Description/Seating Chart	40
Rewritten Text	40
Submission	150
Total	1000

B. Scale

A = 960–1000 A- = 940 – 959 B+ = 920 – 939 B = 890 – 919 B- = 870 – 889
 C+ = 850 – 869 C = 820 – 849 C- = 800 – 819 D+ = 780 – 799 D = 750 – 779
 D- = 730 – 749 F = 729 and Below

C. Late Policy

The nature of this course requires that the candidate interact with the material, professor and other students on a weekly basis. Because of this, it is difficult to achieve the fullest experience in this learning environment when assignments are late.

If unable to complete an assignment on time, the candidate must contact the instructor immediately by email to make arrangements for the completion of that assignment. Assignments that are submitted after the due date without appropriate excuse and pre-approval will receive the following deductions:

- Assignments submitted after the due date will receive a 10% deduction.
- Assignments submitted more than one week late receives a 20% deduction.
- Assignments submitted after two weeks late or after the final due date of the class will not be accepted without documentation or extenuating circumstances.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

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Resources: Mastropieri & Scruggs, *Inclusive Classroom: The Strategies for Effective Instruction* (2010).
Lavoie & Rosen, *How Difficult Can This Be: The F.A.T. City Workshop* (1989).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Mastropieri: chs. 1–2 Lavoie: watch video 1 presentation 1 worksheet	Course Requirements Checklist	0
		MAT/MED Advising Guide Quiz	0
		Class Introductions	0
		Discussion Board Forum 1	60
		Field Experience Plan	20
		DUP: Topic	20
2	Mastropieri: chs. 3, 4, & 12 3 presentations, 2 articles, 1 website	Discussion Board Forum 2	60
		Article Review 1	40
3	Mastropieri: chs. 6–8 3 presentations, 1 article, learning menu resources	Discussion Board Forum 3	60
		DUP: Class Description and Seating Chart	40
4	Mastropieri: chs. 5 & 9 1 presentation	Discussion Board Forum 4	60
		Case Study 1	40
5	Mastropieri: chs. 10–11 4 presentations, 1 website	Discussion Board Forum 5	60
		Article Review 2	40
6	Mastropieri: ch. 13 2 presentations	Discussion Board Forum 6	60
		DUP: Rewritten Text	40
7	Mastropieri: ch. 14 1 presentation	Discussion Board Forum 7	60
		Case Study 2	40
8	Mastropieri: chs. 15–17 6 presentations	Field Experience Report	150
		DUP: Final Submission	150
TOTAL			1000

DUP = Differentiated Unit Plan

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.