

APPENDIX to Senate Agenda for September 27, 2005

Biology of Sex Bio 213 Syllabus

Instructor: Tamatha Barbeau, Ph.D.

Office: McNair Science Building (MSB) 301 H

Office Hours: To be determined

Phone: 661-4651

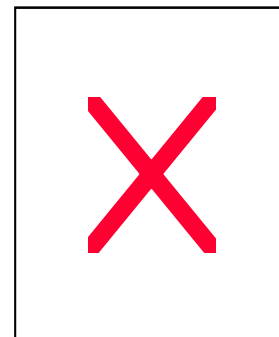
E-mail: tbarbeau@fmarion.edu

Web: <http://acsweb.fmarion.edu/Barbeau/>

Lecture Time / Location: To be determined

Required Textbook: *Human Reproductive Biology*, 3rd ed. by Sylvia Mader
ISBN #0-07-287234-9

Prerequisites – 4 hr Biology



Course Web Page
acsweb.fmarion.edu/Barbeau
(follow appropriate link for Biology of Sex)

Course Objectives

This course will provide an introduction to the biological principles involved in the human reproductive system. It is anticipated that students in this class will have minimal background in biology or chemistry. Topics include the evolution of sex, sexual differentiation, reproductive anatomy and physiology, endocrinology, puberty, gender identity, sexual behavior, fertility and pregnancy, birth and birth defects, fertility control, sex and society, sexual disorders, and current issues in reproductive technology. An important part of this course will be student participation and discussion. It will be assumed, by your registering for this course, that you will be sufficiently comfortable with the topics presented to discuss them maturely and openly in a classroom setting.

Upon completion of this course students will:

1. Be able to understand the biological basis of sexual reproduction.
2. Become aware of the origin of sexual reproduction, gender roles in human sexuality, and the complex genetic mechanisms governing male and female development.
3. Become familiar with basic anatomical and physiological functions in males and females.
4. Understand that human reproductive functioning requires integration of properly operating organ systems which are influenced by external and internal environmental conditions.
5. Be able to apply a fundamental knowledge of reproductive anatomy and physiology towards understanding the complexities of both normal and abnormal reproductive functioning.
6. Describe current scientific advances in the field of reproductive biology and their effects on society for effective social and legal decision making as citizens.

Course Teaching Methods

This course will be a three credit hour, lecture-based course without laboratories. Material will be presented in a multimedia format that will include powerpoints, overhead notes, educational

videos, a course website, and current news media topics as they pertain to course material. You have a textbook for the course, and supplemental reading material will be provided from time to time, as deemed appropriate for the course. For the several of the course topics above (Evolution of Sex, Gender Identity, Sexual Behavior, and Sex and Society) additional multimedia will be incorporated into classroom lectures. Students will learn how messages about human sexuality and gender in popular media can be critically evaluated from a biological and evolutionary perspective.

Attendance

On-time attendance is required at all lectures. Reading assignments must be completed before you come to class. Lectures are designed to build on, not repeat, textbook material, so I will assume you are already familiar with the material in the text before lecture begins.

Date	Week	Ch.	Topic	Assignment
Aug. 29	1	1	Introduction – Biology and Evolution of Sex	Reading supplements: 1. Why Sex (PBS series) 2. The Trouble With Sex
Sept. 5	2	11 & 12	The Biology and Evolution of Attraction	Reading supplements: 1. Pretty Women 2. Biological Basis Sex Appeal 3. Biology Of The Face 4. Body Hair & Sex 5. Body Signals & Sex
Sept. 12	3	6	Reproductive Anatomy and Physiology / Quiz 1	Reading Supplements: 1. Battle Of The Sexes
Sept. 19	4	5	Reproductive Hormones / Exam 1 (Ch. 1, 6, 11, 12)	Reading Supplements: 1. Menstrual Synchrony 2. Hormones & Bad Dads Report 1 Due
Sept. 26	5	7	Sex and the Brain	Reading supplements: 1. Sex & The Brain 2. Faking It: Orgasms & The Brain 3. Brain Sex 4. The Empathizing Brain
Oct. 3	6	7	Biology of Gender and Puberty / Quiz 2	Reading supplements: 1. Body Image & Teen Suicide 2. Sex & Gender
Oct. 11	7		FALL BREAK	
Oct. 17	8	8	Reproductive Cycles Exam 2 (Ch. 5, 7, 8)	
Oct. 24	9	6	Fertilization, Development, and Birth	
Nov. 31	10	1 & 2	Birth Control, Infertility, and Reproductive Technology / Quiz 3	
Nov. 7	11	1, 2, & 4	Chromosomes and Genes / Exam 3 (Ch. 1, 2, 6, 8)	Report 2 Due
Nov. 14	12	10	Reproductive Disorders	
Nov. 21	13		THANKSGIVING BREAK Nov 23-25	

Nov. 28	14	10	Reproductive Diseases / Quiz 4	
Dec 5			<i>Gender Benders</i> (Reproductive Effects from Environmental Contaminants)	
Dec 12			Final Exam - Exam 4- (Ch. 4, 10)	

Exam Format:

Mostly multiple choice questions, several few fill-in-the-blank or short answer questions, and 1 essay question.

Quiz Format:

Multiple choice, and matching, and some fill-in-the-blank.

Assignments:

Two written reports are to be submitted, each for the equivalent of one quiz grade. I expect you to write your own report but I encourage you to discuss topics with me and your classmates. The reports will be based on a critical review of articles I have posted on the website (Lecture Supplements page) or have put on reserve at the Library. In addition to review articles, you can write one of these reports based on an participation exercise in which you critically evaluate either commercials, television shows, movies, or other media for the portrayal of human sexuality in mass media. I will provide more details on what should be included and how these reports are conducted in class. All sources of information you use in the report including the review article or mass media source, and your references (articles, textbooks, or other) must be clearly identified. The papers should be a minimum of five, typewritten pages, double-spaced, and with font no larger than 12 point but no smaller than 10 point. Reports need not exceed seven pages. I am more impressed with the quality and content rather than the quantity of your writing. The writing should be in your own words, contain a review of content in the article, (what are the main points being expressed in the article), and your critical response (what do you think and why do you think so, based on biology). Try to base your response on more than just emotion. This course is called the *Biology of Sex* so you must incorporate what you learned about the biology of the topic. Draw on information from other articles, class lectures, textbooks, etc. and cite them properly in the paper. If you would like to see some sample reports or would like some input prior to submission, please contact me. The assignments are due at the *start* of lecture on the days stated in the syllabus.

Courses Grades

Grades will be based upon 4 lecture exams, 4 quizzes, class attendance and participation, and 2 written reports. All exams will cover material from the textbook, lectures, web-based resources, and in-class media presentations.

	Number	Points	Total
Quizzes	4	20	80
Exams	4	125	500
Class Assignments	2	25	50
Attendance & Participation			20
Total			650

* If you have more than 6 unexcused absences from lecture you can be dismissed from the

course!

Approach to the course

What you get out of this course depends on how much time you put into it. The concepts presented are not particularly difficult but there is much material and vocabulary to master. You will not succeed solely just attending class or reading the book.

The following points are important to remember for doing well in this course:

- On-time attendance is required at all lectures. Attendance and participation counts toward your grade.
- Keep up with the reading for lecture material! Don't try and cram a whole chapter (or more) worth of material in the night before an exam. Chances are you will not do well!
- Come to class and take notes! Some material I present in class WILL NOT be covered in the textbook but you are still responsible for that material on tests.
- Reading assignments must be completed before you come to class. Lectures are designed to build on, not repeat, textbook material, so I will assume you are already familiar with the material in the text before lecture begins.
- If you are having a hard time with the material presented in class, PLEASE contact me. Your success is important to me, and I will do everything I can to help you master this material, provided you do your part as well. Come to office hours, email me, or see me after class. I am more than happy to review material with you until you understand. However, you must let me know so we can work on it together. The sooner in the semester you come in for help the better. If you recognize after the first exam that you are having trouble, that is the time to start coming for help. If you wait to seek help until the 4th exam, it is unlikely you can significantly improve your grade by that point.

RULES:

- 1.** Cheating WILL NOT be tolerated so JUST DON'T DO IT. You do not need to cheat to pass this course. Simply come to class, pay attention, keep up with the reading and notes, and study appropriately for each quiz and exam, and complete your assignments on time. If you are caught cheating on any quiz or exam [have crib-sheets, an open notebook under your desk/chair, look at another student's exam, use electronic devices (i.e. cell phones, calculators with memory storage, or personal organizers) or other methods for cheating] you'll get an automatic zero for that quiz or exam. If you plagiarize on your written assignments you will receive a zero. It is also my prerogative to dismiss you from the course with an F and report you to the academic affairs committee for formal reprimand.
- 2.** If you miss a quiz or exam without a legal excuse you will receive a zero. A legal excuse is a doctor's appointment, court appointment, emergency, or verified illness (with note). If you know you will be absent from lecture, ahead of the day of a quiz or exam, you can contact me about making up the quiz or exam earlier. You will be responsible for making up a missed quiz or exam within 1 week. If you do not in that time you will receive a zero.
- 3.** Class assignments are due on the days listed in the syllabus. If you fail to turn in an assignment and do not provide a legal excuse within 1 week, you will receive a zero. If you have a legal excuse you will turn in the assignment no more than 1 week after the due date. If you know you will be absent from class the day an assignment is due you have the option of turning it in earlier. All assignments turned in outside of class should be turned in to the Dept. of Biology secretary (Angie Cantey, LSF 204) to be put in my mailbox. PLEASE DO NOT SLIDE

ASSIGNMENTS UNDER MY OFFICE DOOR.

4. If you have more than six unexcused absences from lecture you can be dismissed from the course!

NEED HELP? If you need help in this course, please see me after class or during my office hours. If you require academic counseling or services involving learning or physical disabilities, call the Office of Counseling and Testing at (843) 673-9707. If you need tutoring, call the Tutoring Center at (843) 661-1675.

ACADEMIC HONESTY: In accord with the FMU Student Handbook guidelines, any evidence of cheating or plagiarism will result in the loss of all points on that exam or assignment and appropriate disciplinary action, and may result in suspension or expulsion from Francis Marion University.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School: Mass Communication Date: 22 August 2005

Course No. or level: 402 Title: Online Journalism
Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisites: MCOM 201, News and Feature Writing

Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification _____
(proposed change in course title, course description, course content or method of instruction)

substitute _____
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description: William F. Loewenstein III, Assistant Professor

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Purpose: 1. Provides instruction in the basics of reporting, writing, and editing for online journalism using the Internet.

Teaching method planned: Students will, through lectures and exercises and critiques, learn to report, write, and edit for publications on the Internet.

Textbook and/or materials planned (including electronic/multimedia): "Online Journalism" by Richard Craig, Wadsworth, ISBN 0-534-53146-6.

Course Content: Students will learn the history of online journalism, how to report for online publications, how to use web resources and databases, dealing with sources and interviewing,

online writing styles, editing for online publications, using multimedia for news, basic online layout, legal and ethical issues.

When completed, forward to the Office of the Provost.

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Online Journalism, MCOM 402

Monday, Wednesday, Friday, 8:30-9:20 a.m., ____ Rm. ____

Section ____, 3 credits

Francis Marion University, Florence, SC

Course Description and Syllabus – Spring 2006

Instructor: Bill Loewenstein

Office: Cauthen Educational Media Center, Rm. 111F

Phone: Office – (843) 661-1542

Office Hours: ____

E-mail: wloewenstein@fmarion.edu**Textbook:** “Online Journalism” by Richard Craig, Wadsworth, ISBN 0-534-53146-6.**Course description:** Provides instruction in the basics of reporting, writing, and editing for online journalism using the Internet.**Opportunities to demonstrate learning:**

Attendance and participation: 15 percent

Exercises: 14 @ 5% each 70 percent

Final exam: 15 percent

Grading scale: Grades will be determined according to the following grading scale:

A = 4.0 = 100-91 C+ = 2.5 = 80-76 D = 1.0 = 65-61

B+ = 3.5 = 90-86 C = 2.0 = 75-71 F = 0 = 60-0

B = 3.0 = 85-81 D+ = 1.5 = 70-66

Attendance and participation: Attendance and participation are very important since we will be working in a collaborative environment where all students will be helping to provide feedback to each other. Please make it a priority to be here on time for every class and stay for the entire class session. Any assignments not completed on time will be dropped one full grade for each class session they are late. Make-up work is the responsibility of the student and should be done promptly after having made arrangements with the instructor. All work must be turned in by the last class session. It is your responsibility to attend all scheduled classes. If you are absent more than twice the number of required classes per week a grade of F or W will normally be assigned.**Online Journalism, tentative class schedule****Week 1:** Introduction to the class
Online Journalism, Chapter 1, “Why is Online Journalism Different, and Why Should You Care?”
Assignment: Exercise 1, page 14**Week 2:** Online Journalism, Chapter 2, “The Job of the Online Journalist”
Assignment: Exercise 1, page 28**Week 3:** Online Journalism, Chapter 3, “Generating and Focusing Story Ideas”

- Week 4:** Assignment: Exercise 3, page 42
Online Journalism, Chapter 4, “Web Resources and Databases”
Assignment: Exercise 3, page 62
- Week 5:** Online Journalism, Chapter 5, “Sources and Interviewing”
Assignment: Exercise 4, page 81
- Week 6:** Online Journalism, Chapter 6, “Online Writing Styles”
Assignment: Exercise 2, page 99
- Week 7:** Online Journalism, Chapter 7, “Hooking and Keeping Readers”
Assignment: Exercise 2, page 115
- Week 8:** Online Journalism, Chapter 8, “Revving Up Your Writing”
Assignment: Exercise 1, page 129
- Week 9:** Online Journalism, Chapter 9, “The Last Minute(s)”
Assignment: Exercise 1, page 140
- Week 10:** Online Journalism, Chapter 10, “An Uphill Battle: Online Copyediting”
Assignment: Exercise 4, page 157
- Week 11:** Online Journalism, Chapter 11, “The Online Editor/Utility Infielder”
Assignment: Exercise 3, page 173
- Week 12:** Online Journalism, Chapter 12, “Multimedia for News”
Assignment: Exercise 3, page 188
- Week 13:** Online Journalism, Chapter 13, “Basic Online Layout”
Assignment: Exercise 1, page 211
- Week 14:** Online Journalism, Chapter 14, “Online Standards versus Journalistic Standards”
Assignment: Exercise 4, page 229
- Week 15:** Online Journalism, Chapter 15, “Legal Issues Online and Offline”;
Chapter 16, “Ethics in Cyberland”; and Chapter 17, “The 21st Century Journalist”
Review
- Week 16:** Final exam

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 624 Title Behavior Management of Students with Disabilities

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Substitution for EDUC 610 Collaboration and Management in Education (p. 197 – current catalog)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

This course examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students' self-management skills will also be emphasized.

Purpose:

1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.Ed. & M.A.T. programs.
2. What should the course do for the student? This course provides participants with the knowledge and skills needed to develop and implement effective behavior plans for students whose behavior impedes his/her ability to learn.

Teaching method planned:

Lecture, role-playing, demonstration/modeling, simulation, group discussions and problem-solving activities.

Textbook:

Kauffman, J.M., Mostert, M.P., Trent, S.C., & Pullen, P.L. (2006). *Managing Classroom Behavior*. (4th Edition) (New York: Allyn & Bacon. ISBN: 0-205-44881-X).

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement.

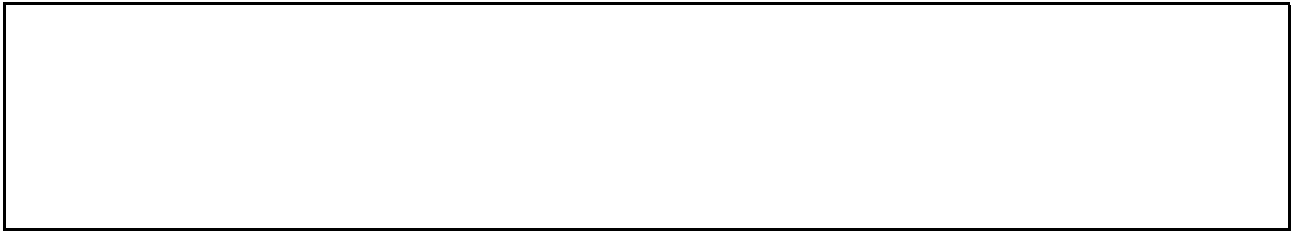
Include a syllabus for the course.)

The content of this course will be examining alternative approaches to managing classrooms and the students who populate them. A variety of techniques and strategies for teachers to use will be discussed. Teachers will be taught how to recognize the strengths and limitations of each, how to use them and when *not* to use them. The focus here is on teachers as decision-makers and on the finding, borne out by research, that *management of instruction* can have a profound impact on the need for directly *managing students' behavior*. That is, if we want to improve situations in our classrooms, we need to look not only at how students behave, but also at the choices we make as teachers.

When completed, forward to the Office of the Provost.

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Behavior Management of Students with Disabilities



EDUC 624	Francis Marion University	Fall Semester, 2005
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Course Description:

The Francis Marion University Graduate catalog describes *Behavior Management of Students with Disabilities* as a course that “examines research-supported techniques that teachers can use in working with learners who have exceptional learning needs and whose behavior interferes with their success. These students include children and adolescents with problems related to sustaining attention, hyperactivity, pragmatic language skills, aggression, and oppositional defiance. Participants will learn to: (1) differentiate problem behaviors through understanding potentially contributory factors; (2) develop age-appropriate interventions suitable for use in classroom and small-group settings; (3) develop and apply Positive Behavior Intervention Plans and other data-driven decision-making techniques for evaluating the effectiveness of interventions; (4) collaborate with classroom teachers, counselors, and parents in developing and implementing improvement plans. An understanding of professional ethical guidelines, relevant state and federal laws and regulations, and the importance of developing students’ self-management skills will also be emphasized.”

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Philosophy

One central premise of this course is that teachers must be good problem solvers, adept at resolving conflicts constructively, and working within their schools to meet the needs of students. Handling conflict is something that everyone needs to learn how to do - the conflicts that arise externally and those that press on each of us internally. To be productive, we must learn to negotiate relationships with others, and to manage ourselves - our goals, our time, and our responses to the situations that confront us all. As teachers, we must develop and utilize these skills for ourselves, and we have to find ways to help our students master them as well.

Developing Self-Management Skills

A critical component of managing conflict involves *managing our own emotions* so that they are enriching components of our lives, but do not determine our paths nor overwhelm us with their intensity. That is one component of this course, and as we'll see, that's a task that may not be as simple as many would like us to believe. Overcoming the perception that mastering these skills is "as easy as . . ." is an important first step because, in working with students who have difficulties in learning, the assumption that what must be learned is simple acts as a barrier to problem-solving.

Managing Students in Instructional Environments

A second component of the course will be to look at alternative approaches to managing classrooms and the students who populate them and make them the interesting places they are. Each has techniques and

strategies for teachers to use, and one goal of the course is to make you a "critical consumer," so that you'll recognize the strengths and limitations of each, how to use them and when *not* to use them. The focus here is on teachers as decision-makers and on the finding, borne out by research, that *management of instruction* can have a profound impact on the need for directly *managing students' behavior*. That is, if we want to improve situations in our classrooms, we need to look not only at how students behave, but also at the choices we make as teachers.

Course Components

To address these needs, the course is focused on a set of core components:

- A. systematic strategies for identifying, analyzing, and exploring possible solutions to problems;
- B. frames of reference that enable teachers to look at important dimensions of problems they face, including individual differences, and thus to consider possible alternatives;
- C. the ability to apply those strategies and frames of reference in context; and
- D. a framework for objectively evaluating the rationale supporting a decision (or sequence of decisions).

This is an interesting and complex area, where easy answers are rare. That's what makes it worth investigating. However, if you're looking for a "cookbook" or for "the right way" to solve the puzzle, you've come to the wrong place. Approaches that promise a panacea, or that disregard the fact that students (and teachers) are individuals that may respond quite differently to similar situations, are doomed to failure. Reality is much more complex. What the course is designed to do is to allow you to look critically at a variety of approaches to identify both their strengths and their limitations, so as to make you a more proficient problem-solver. In some ways, the answer is less important than learning more effective ways of posing and wrestling with the question.

Course Evaluation

Evaluation of your performance in this course will be based on your work in 3 areas:

- (1) In-class group activities; (2) assignments; and (3) examinations. The relative contributions of the elements that comprise each of these areas are as follows:

<i>In-Class Group Activities:</i>		
	Class discussion of assigned readings	5%
	Class discussion of scenarios assigned to your group	5%
<i>Assignments:</i>		
	Functional Assessment of Academic Behaviors	10%
	Positive Behavior Intervention Plan	10%
	Mini-case Study	10%
	Presentation of Mini-case study	10%
<i>Examinations:</i>		
	Midterm Examination	20%
	Final Examination	30%
	Total:	100%

The following scale will be used to determine the final grade for the course

Grade	Percentage Range	Descriptor
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Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

Assigned Readings:

There will be assigned readings, which will be from the text assigned for the course. In addition, focus questions will be assigned to help you link what you are reading to the issues addressed in the course.

Text:

The text for the course is:

Kauffman, J.M., Mostert, M.P., Trent, S.C., & Pullen, P.L. (2006). *Managing Classroom Behavior*. (4th Edition) (New York: Allyn & Bacon. ISBN: 0-205-44881-X).

Midterm Examination

The midterm examination will be given on October 5th and will cover information from the assigned readings, class presentations and discussions, and factual information related to the programs that have been used in class. Questions will be in the form of short answer, multiple choice and brief essay items.

Final Examination

The final exam will be administered on the final night of class, November 30th, and will be comprehensive in nature. That is, it will cover information from the beginning of the course.

Schedule:

A schedule of important dates for the course will be provided separately. In it, you will see that, along with reading assignments, due dates for submitting the Data Analysis Assignment and the Mini-Case Study, are shown in bold print.

Contact Information:

Karen Coughenour

Office: FH 212

Phone (O): (843) 661-1480

Fax (O): (843) 661-4647

E-mail:(O) kcoughenour@fmarion.edu

Office Hours: Wednesdays, 1 - 4 p.m. - for this course. (Other times by appt.)

Class Expectations:

Course policies regarding absences, class preparation and participation in activities are discussed in some detail, as follows:

Absences

Class participation, particularly in assisting one another in completing both group and individual projects, is very important for this course. Therefore, if you are absent for more than two sessions, the highest possible grade you can receive for the course is a "B." As the instructor, I also reserve the right to undertake an "Instructor Initiated Drop." In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to (1) contact me, by e-mail, to indicate the date you'll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause; (2) contact the other members of your group, indicating the date you'll be absent. You'll also need to make suitable arrangements for insuring that your contributions for that evening's project are taken care of, if necessary. This communication should be done via e-mail, and a copy of that message (using the "cc:" field in your e-mail program) should be sent to me.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail. You will also be responsible for contacting the other members of your group, by e-mail, to arrange for any responsibilities you may have toward your group's project for that evening. (As above, I expect that copies of these communications will be copied to me. You will also be responsible for obtaining any information covered that evening that you will have missed.

Class Preparation

Creating effective multimedia projects need not be inordinately time-consuming for you or your students - if you (1) plan your project and (2) assemble the digital resources you need. For this reason, you'll be required to complete planning sheets for each project before coming to class, and you'll be asked to show them during the session. The planning sheets are detailed and specific, and while this may seem to be a cumbersome initially, it is an excellent habit for you and your students to develop and will both expedite your progress and yield more professional results.

Participation in Class Activities

In participating in class activities and discussions, it is imperative that everyone treat others, and their views, with respect. While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

Assignments

All assignments must be submitted on time. Those submitted late will be subject to a penalty of 10% per week. In the event that credit for the assignment will be nil, the assignment must still be completed prior to the end of class or the maximum final grade will be reduced by one verbal descriptor. On *all* assignments, marks will be deducted for spelling and grammatical errors.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 12, 2005

Course No. 720 Title Educational Methods for Mental Disabilities

Prerequisite: PSY 599 or permission of the School of Education.

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 8-10 students per semester

Indicate any course for which this course is a

New course (Re-activation of EDUC 720 course from 1998-1999 course catalog) in response to the needs of local school districts who must comply with legislative mandates (i.e. No Child Left Behind (NCLB) concerning highly qualified teachers in special education (i.e. certified in Mental Retardation/Disabilities).

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

Purpose:

1. For Whom? This course is required by the South Carolina Department of Education for add-on certification in Mental Disabilities/Retardation. Therefore, this course would be required for graduate students, enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities, who wish to add this certification.
2. What should the course do for the student? This course provides participants with the knowledge and skills necessary to adapt instruction to improve learning for students with mental disabilities.

Teaching method planned:

Lecture, Demonstration, Class discussions, Simulation.

Correlation of evidence to CEC Matrices of knowledge and skills

Textbook:

Wehmeyer, M. & Agran, M. (2006). *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies* (1st Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-170157-6

Course Content:

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), each of which outlines expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

	CEC Competencies
Knowledge: they can demonstrate understanding of	
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual's life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

1. Use strategies to facilitate maintenance and generalization of skills across learning environments.	CC4.S4
2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings.	MR5.S5
3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC5.S6
4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	CC6.S1
5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	CC7.S1
6. Prepare and organize materials to implement daily lesson plans.	CC7.S11
7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities.	MR8.S1
8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	CC8.S6
9. Evaluate instruction and monitor progress of individuals with exceptional learning needs.	CC8.S8

- | | | |
|----|---|---------|
| 10 | Reflect on one's practice to improve instruction and guide professional growth. | CC9.S11 |
| 11 | Model techniques and coach others in the use of instructional methods and accommodations. | CC10.S8 |

EDUCATIONAL METHODS FOR MENTAL DISABILITIES
EDUCATION 720
Spring 2005

Instructor: Karen Coughenour

Office: FH 212; Phone/Voicemail: 843-661-1480 Fax: (843) 661-4647

Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)

E-mail: kcoughenour@fmarion.edu

Meeting Times: Tuesday 4:30-7:30 p.m.

Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Catalog description:

Review of the background information that will enable the teacher involved in the education of the child with mental disabilities to recognize the child's needs and to employ effective methods for meeting those needs.

Prerequisites:

PSY 599 or permission of the School of Education

Text

Wehmeyer, M. & Agran, M. (2006). *Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies* (1st Edition). Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-170157-6

Course Philosophy

This course examines a range of age-appropriate techniques for teaching children and adolescents with mental retardation/developmental disabilities (i.e. mental disabilities) in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Although the focus of the educational program varies according to the degree of the student's mental ability, K-12 students will need some instruction in academic skills, self-help, community living, and vocational skills. Topics discussed in this course will include: access to the general education curriculum, functional academics, systematic instruction, instruction in real-life settings with real materials, and functional behavior assessment and positive behavior support.

Course Goals

The goal of EDUC 720, Educational Methods for Mental Disabilities, is to enable participants to be knowledgeable in selecting, applying, and evaluating instructional approaches and supports that meet K-12 students' needs. To enable your K-12 students to become successful and independent learners, you need to be thoroughly conversant with a variety of methods that are appropriate for various:

- ages and developmental levels;
- discipline areas, tasks, and types of content; and
- classroom settings and grouping arrangements.

Being knowledgeable about a method, strategy, or approach requires that you know:

- (1) its salient features;
- (2) the procedural steps needed for implementing it;
- (3) what it “looks like” when applied in practice with materials and tasks that reflect realistic classroom requirements;
- (4) how to evaluate the extent to which it is successful;
- (5) how it helps foster important cognitive skills and productive problem-solving strategies;
- (6) what assumptions it makes about learning, learners, the tasks confronting them and the settings in which learning takes place;
- (7) the extent to which there is empirical support for its effectiveness; and
- (8) whether there are caveats, questions, and challenges about it, or its application in specific situations.

Course Content

This course will provide you with the knowledge and skills to work effectively with students who have mental retardation/developmental disabilities (i.e. mental disabilities). The Council for Exceptional Children (CEC) has specified what all beginning special educators must know [Knowledge (K)] and be able to do [Skills (S)], in its *What Every Special Educator Should Know*. This document, which constitutes the *de facto* standards for the profession, was developed to reflect the views of practitioners in the schools and what currently constitutes “best practices.” These standards provide the foundation for this course.

These CEC competencies, coded as Common Core (CC) and Mental Retardation/ Developmental Disabilities (MR), are listed below.

For this course, participants need to generate, collect, organize, and present evidence that

Knowledge: they can demonstrate understanding of	CEC Competencies
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual’s life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

- | | |
|--|--------|
| 1. Use strategies to facilitate maintenance and generalization of skills across learning environments. | CC4.S4 |
| 2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings. | MR5.S5 |
| 3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments. | CC5.S6 |
| 4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs. | CC6.S1 |
| 5. Identify and prioritize areas of the general curriculum and | CC7.S1 |

- accommodations for individuals with exceptional learning needs.
- | | |
|---|---------|
| 6. Prepare and organize materials to implement daily lesson plans. | CC7.S11 |
| 7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities. | MR8.S1 |
| 8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds. | CC8.S6 |
| 9. Evaluate instruction and monitor progress of individuals with exceptional learning needs. | CC8.S8 |
| 10. Reflect on one's practice to improve instruction and guide professional growth. | CC9.S11 |
| 11. Model techniques and coach others in the use of instructional methods and accommodations. | CC10.S8 |

Course Activities

To be certified to teach students who have mental retardation/developmental disabilities (i.e. mental disabilities), the state of South Carolina requires that you pass specified tests in the Praxis II series with a minimum qualifying score. Knowledge of specific methods and how they are applied is one of the major components addressed. Therefore, one of the practical goals of the course is to prepare you for this examination. It is not, however, a "test prep" course. The focus will be on providing you with the information and skills you need, and those will assist you with your exam preparations.

The course is comprised of activities in three general inter-related strands: (1) Methods; (2) Praxis Preparation; and (3) Case Study. The purpose of each strand, its contribution to the course goals, and the kinds of activities involved will be discussed below.

Methods Strand

The Methods strand directly addresses the eight issues listed in the Course Goals section with respect to being knowledgeable about a method. Activities related to this strand include:

- Reading assignments, in the Wehmeyer & Agran text and additional resources accessible through the World Wide Web.
 - After each reading assignment, you will be asked to answer a small number of self-checking questions related to each chapter. These will be available through the course web site. (Your responses will be regarded as formative assessments of your understanding of the material).
 - Discussion questions for each chapter have been posted at the course website. You are expected to formulate your responses in the course of your reading (though not for written submission), so that you can contribute to class discussion of the topics.
- Multimedia presentations address the 8 issues for a selected number of methods in each content or skill area;
 - These presentations will be done collaboratively with other members of the class. You will be assigned to a group and will have a contribution to make for each presentation your group undertakes. For at least two methods assigned to your group, you will have the lead role in planning and implementing the presentation. To assist you in developing these presentations, you will be provided with
 - multimedia templates, so that you can focus on organizing the information rather than mastering software programs.

- methods worksheets that provide you with a step-by-step procedure for organizing the information you're reading, so that the key issues are addressed in the presentation.

In one component of the final examination for the course, you will be asked to describe, in some detail, specific methods. Your description will need to address the eight key issues outlined above.

Praxis Preparation Strand

Activities in this strand will help you to prepare for the methods component of the mental retardation/developmental disabilities (i.e. mental disabilities) test in the Praxis II series that the state of South Carolina requires for certification. These activities include:

- accessing the study materials developed by the Educational Testing Service to assist you in preparing for the test, including a small number of sample test questions and the table of specifications used to guide the construction of the test;
- formulating multiple choice test questions related to specific methods covered in the course;
- evaluating the clarity and accuracy of questions developed by your classmates.

These collections of questions will be made available to all course participants to assist them in preparing for the Praxis II examination. One component of the final examination for the course will involve a multiple choice test related to methods and their applications.

Case Study Strand

Activities in the Case Study strand are designed to assist you in applying methods to meet the needs of specific students. Case study information will be provided by the instructor, and you will be expected to select suitable intervention strategies for specific tasks, and to articulate your reason(s) for the choices that you've made. To assist you in this process, you will be

- provided with a selection of possible cases, for which test data and other information has been summarized.
- asked to specify academic tasks that your case study student would encounter, to provide a basis for the selection of appropriate methods and strategies.
- given a framework for conceptualizing and evaluating decisions, which will provide you with a basis for articulating the rationale for your decisions.

The case study component will be addressed throughout the course, selectively applying one or more of the methods discussed in connection with the various skill and discipline areas covered.

A case study component will also be included in the final examination for the course. It will describe one or more students with significant deficits in multiple areas, a characteristic shared by many students with mental retardation/developmental disabilities (i.e. mental disabilities). You will be asked to formulate appropriate instructional strategies and methods, delineate the essential features of each method selected, and discuss the reasoning behind the choices you've made.

Methods Presentations:

You will work collaboratively on a total of 9 different multimedia methods presentations, in each of 3 specified roles. For 3 of the 9, you will have primary responsibility for the final presentation. The methods, and your assigned role in each, will be specified in separate attachments. All members of the group developing a presentation will receive the same grade for the final product. Evaluation of each component of the presentation will use a rubric which will be distributed separately.

As work on the methods presentations is collaborative, it is essential that you come to class with the preparatory work assigned to you completed. For this reason, you will need to: (1) e-mail a copy of your preparation worksheet to me; and (2) bring a copy of the worksheet **on a disk** to class.

The submission date for the preparation worksheets is 8 a.m. Tuesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted

from your total for this category. This requirement applies, regardless of whether you are going to be present for class.

In addition to preparing your own group's presentation, your group will be responsible for providing substantive feedback to other groups on their presentations, using the rubric criteria established.

Praxis-Related Questions:

The principal activity in the Praxis Preparation Strand is the weekly submission of 1 multiple choice question on a method assigned to you from the chapter under study. You will need to submit a completed multiple choice worksheet as an e-mail attachment. The submission date for the worksheet is 8 a.m. Tuesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category.

The submission deadline for the multiple choice question is the beginning of class. If you meet this deadline, you will receive 10 points. However, you will receive 3 points if: (1) your submission is incomplete, or (2) of poor quality (so that more than minor revisions are required), or (3) you need to take class time to complete your submission. If your multiple choice question is not submitted (even if you are absent), 10 points will be deducted from your total for this category.

Case Study Materials:

You will be asked to bring in samples of tasks and assignments that students are likely to encounter. They will be used to illustrate the application of methods under discussion.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

Activity	Overall Contribution
Methods Presentations	35%
Preparation	5%

Final Submission	30%	
Praxis-Related Questions		10%
Formative Evaluation questions	5%	
Submission of Multiple Choice questions	5%	
Case Study Materials		5%
Midterm Examination		20%
Final Examination		30%
Total		100%

Midterm Examination:

The midterm examination for the course will cover chapters 1 through 6 in the text, and information covered in class up to the week prior to the midterm.

Final Examination:

The final examination for the course will be given on the final night of the class, and will be cumulative in nature.

Course Policies (Attendance/Tardiness/Assignments/Courtesy)

As a professional, you are expected to be *in* class *on* time. Class attendance and punctuality are extremely important and expected.

- Each class will provide pertinent and important information. My wish and assumption is that you will attend all classes unless emergencies prevent that. Please advise me when your absence may be necessary. If you miss more than 2 classes, I would request an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.
- You are responsible for obtaining any information covered in a class that you have missed.
- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own.
- Assignments are due at the beginning of class unless otherwise indicated. Absences do not qualify for exemption from the late assignment penalty.
- Please treat others, and their views, with respect. While it is natural for people to disagree from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.
- Cell phones must be turned off prior to the beginning of class.
- Any exemption to the above will be determined on a case-by-case basis at the professor’s discretion.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 12, 2005

Course No. 725 Title Practicum in Instruction for the Exceptional Child (Mental Disabilities)

Prerequisite: Psychology 599 or permission of the School of Education.

Prerequisite/Corequisite: EDUC 720 or permission of the School of Education.

Semester hours 3:1-4 Clock hours: Lecture 15 Laboratory 60

Enrollment expectation: 8-10 students per semester

Indicate any course for which this course is a

New course (Re-activation of EDUC 721 course description in 1998-1999 catalog—number change because 721 has been assigned to another course) in response to the needs of local school districts who must comply with legislative mandates (i.e. No Child Left Behind (NCLB) concerning highly qualified teachers in special education (i.e. certified in Mental Disabilities/Retardation).

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e. children with mental disabilities) in various educational settings.

Purpose:

1. For Whom? This course is required by the South Carolina Department of Education for add-on certification in Mental Retardation/Developmental Disabilities (Mental Disabilities). Therefore, this course would be required for graduate students, enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities, who wish to add this certification.
2. What should the course do for the student? This course provides participants with the opportunities to demonstrate the competencies required for providing instruction to students with mental disabilities in a clinical setting.

Teaching method planned:

- Supervision conferences.
- Reflection on artifacts of instruction and planning
- Correlation of evidence to CEC Matrices of knowledge and skills

Textbook: None

Course Content:

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), each of which outline expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

Knowledge: they can demonstrate understanding of	CEC Competencies
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual's life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

1. Use strategies to facilitate maintenance and generalization of skills across learning environments.	CC4.S4
2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings.	MR5.S5
3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC5.S6
4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	CC6.S1
5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	CC7.S1
6. Prepare and organize materials to implement daily lesson plans.	CC7.S11
7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities.	MR8.S1
8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	CC8.S6
9. Evaluate instruction and monitor progress of individuals with exceptional learning needs.	CC8.S8
10. Reflect on one's practice to improve instruction and guide professional	CC9.S11

- . growth.
- 11 Model techniques and coach others in the use of instructional methods and accommodations. CC10.S8

When completed, forward to the Office of the Provost.

9/03

PRACTICUM IN INSTRUCTION FOR THE EXCEPTIONAL CHILD (MENTAL DISABILITIES)

EDUCATION 725
Spring 2005

Instructor: Karen Coughenour

Office: FH 212; Phone/Voicemail: 843-661-1480 Fax: (843) 661-4647

Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)

E-mail: kcoughenour@fmarion.edu

Meeting Times: TBA

Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Description

Laboratory situation designed to provide the student with clinical experience with exceptional children (i.e. children with mental disabilities) in various educational settings.

Prerequisite: Psychology 599 or permission of the School of Education.
Prerequisite/Corequisite: EDUC 720 or permission of the School of Education.

Course Goals

You will have opportunities to:

- Demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable adolescents with mental disabilities to cope with classroom demands.
- Plan for the incorporation of appropriate technological supports to enhance students' achievement.
- Generate samples that support a performance-based assessment of your knowledge and skills.

Course Activities

Working in collaboration with a special education teacher in a resource or self-contained setting, course participants will:

- Identify potential and actual problems posed by instructional materials, activities, and availability of appropriate supports that may impede the effectiveness and efficiency of learners with exceptional needs (i.e. mental disabilities).
- Modify activities, adapt materials, and/or develop strategies that address the needs of students with mental disabilities.
- Critique (both self- and by the cooperating teacher) of activities and adaptations using rubrics and scoring guides developed for this purpose, to identify effective elements and factors that could be improved.
- Articulate the theoretical basis for modifications and adaptations undertaken.
- Formulate practical and workable measures for assessing the progress of individual students.
- Modify instructional approaches based on the analysis of the performance data obtained.
- Articulate a rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).
- Discuss issues related to transition of students with mental disabilities to non-academic settings.

Course Content

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Mental Retardation/Developmental Disabilities (MR), each of which outline expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

Knowledge: they can demonstrate understanding of	CEC Competencies
1. Definitions and issues related to the identification of individuals with mental retardation/developmental disabilities.	MR1.K1
2. Continuum of placement and services available for individuals with mental retardation/developmental disabilities.	MR1.K3
3. Trends and practices in the field of mental retardation/developmental disabilities.	MR1.K5
4. Psychological, social/emotional, and motor characteristics of individuals with mental retardation/developmental disabilities.	MR2.K3
5. Effects an exceptional condition(s) may have on an individual's life.	CC3.K1
6. Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.	CC10.K2

Skills: they can

1. Use strategies to facilitate maintenance and generalization of skills across learning environments.	CC4.S4
2. Plan instruction for individuals with mental retardation/developmental disabilities in a variety of placement settings.	MR5.S5
3. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC5.S6
4. Use strategies to support and enhance communication skills of individuals with exceptional learning needs.	CC6.S1
5. Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.	CC7.S1
6. Prepare and organize materials to implement daily lesson plans.	CC7.S11
7. Select, adapt, and use instructional assessment tools and methods to accommodate the abilities and needs of individuals with mental retardation/developmental disabilities.	MR8.S1
8. Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.	CC8.S6
9. Evaluate instruction and monitor progress of individuals with exceptional learning needs.	CC8.S8
10. Reflect on one's practice to improve instruction and guide professional growth.	CC9.S11
11. Model techniques and coach others in the use of instructional methods and accommodations.	CC10.S8

Course Activities:

The course has three components: (1) working in applied settings to assist students with mental disabilities; (2) systematically reflecting on the effectiveness of the interventions; and (3) sharing the knowledge and insights gained with other participants and engaging in collaborative problem-solving.

Component 1: Working in Applied Settings –

Participants will vary with the extent to which they will have ready access, during school hours, to classrooms with students who have learning disabilities. Consequently, options provide a measure of flexibility with respect to how course goals are met.

Option 1: Direct Assistance – In classroom

Working in the classroom, resource room, or other appropriate setting, participants choosing option 1 will provide direct academic assistance to one or more students with mental disabilities. This commitment would entail at least four hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of both the participant and the cooperating teacher.

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 2: Direct Assistance – Other Settings

Participants may be unable to meet with students who have mental disabilities during the regular school day, but can work with one or more students at other times, such as after school, to provide direct academic assistance. Those choosing option 2 would need to establish and maintain collaborative communication with their student’s (or students’) teacher(s) to determine the types of assistance and/or support needed. This commitment would entail at least four hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of the participant, the student(s), and the cooperating teacher(s).

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Component 2: Systematic Reflection

Submission of modified materials, adapted activities and assessments, learning strategy, and/or incorporation of technological supports will be accompanied by a reflection statement indicating the:

- Rationale for the choice made, reflecting task and learner characteristics;
- Salient characteristics of the method, adaptation, or strategy, as described in the relevant professional literature;
- Discussion indicating how the sample submitted reflects the salient characteristics;
- Discussion of the strengths and limitations identified through the application experience, as reflected in feedback conferences with the cooperating teacher;
- Modifications and improvements to address problems encountered, and/or extensions of the approach to make it more useful.

Component 3: Sharing and Collaborative Problem-Solving

Sharing and collaborating with colleagues will entail five seminar meetings and participation in a Blackboard discussion board developed for the course. At the seminar sessions, participants will present multimedia presentations describing their experience in implementing a modification, adapted activity or assessment, learning strategy, and/or use of technological supports. Each participant will be expected to develop and present one presentation during the semester, and all presentations will be made available to other participants (either online or on a CD-R).

In addition to the participation in the seminars, each participant will be expected to contribute to a

Blackboard discussion board. Participation will be evaluated through:

- Number and frequency of log-ins;
- Number of substantive contributions to problems and issues presented by others, including the sharing of appropriate materials, online resources, and other sources of relevant assistance.
- Number of substantive contributions to discussion questions posed by the instructor that pertain to course-related issues.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Component</i>	<i>Overall Contribution</i>
Working in Applied Settings	45%
Samples of Products	40%
Conference Log and Summaries	5%
Systematic Reflection	30%
Reflection statements	30%
Sharing and Collaborative Problem-Solving	25%
Seminar presentation	15%
Discussion board contributions	10%
Total	100%

Working in Applied Settings

Regardless of which of the options you choose, it is essential that you arrange to meet with your collaborating teacher within the first week of the semester, and that you meet regularly on a schedule that you work out. Your logs will be examined for both consistency and reliability in meeting your commitments.

Participation in Seminar Sessions

The seminar sessions provide opportunities for you to share adaptations and other products with others. At the same time, the seminar is intended to provide opportunities to problem-solve about difficult problems and alternative approaches. If you are presenting at a seminar session, it is important that

- your presentation is prepared, and you've tried it to insure that it will work properly. To insure that you will have access to your presentation when needed, email it to me within one hour of the beginning of class.
- You are prepared to listen to the presentations of others, and offer appropriate suggestions in problem-solving sessions.
- treat others, and their views, with respect.

Class Expectations

Course policies regarding absences, late arrivals and early departures, participation in activities and workload expectations are discussed in some detail, as follows:

Absences

Class participation, particularly in the five seminar sessions, is very important for this course. Therefore, if you are absent for more than one session, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a "B;"
- as the instructor, I reserve the right to undertake an "Instructor Initiated Drop." In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you'll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 745 Title Teaching Reading and Written Language to Divergent and Exceptional Learners

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Substitution for EDUC 743 Verbal Processing and the Divergent Learner (p. 198 – current catalog)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the development of the following will be examined: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

- Purpose:
1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T. & M.Ed. programs.
 2. What should the course do for the student? After completion of the course, students should be thoroughly conversant with a variety of methods/strategies/approaches that are appropriate for the cognitive and developmental tasks facing students with exceptional and divergent needs.

Teaching method planned:

Lecture, group discussions, simulation, role-playing.

Textbook: The required text for the course is: Polloway, E.A., Miller, L., & Smith, T.E.C.

(2004). *Language Instruction: For Students with Disabilities*. (3rd Edition).
Denver: Love Publishing Company. ISBN: 0-89108-298-0

Course Content: (Please explain the content of the course in enough detail so that the
Academic Affairs Committee can make an informed judgement.

Include a syllabus for the course.) The content of this course will include
the characteristics of students (exceptional and divergent) who have reading and written
language problems and the interconnections among learning theories and language
functions. It will also include appropriate strategies/methods/approaches to improve the
reading and written language skills of students with divergent and exceptional needs.

When completed, forward to the Office of the Provost.

9/03

EDUC 745 Teaching Reading and Written Language to Divergent and Exceptional Learners

Instructor: Shirley Carr Bausmith, Ph.D.

Office: CEMC 238-B; Phone/Voicemail: 843-661-1487

Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)

E-mail: Sbausmith@Fmarion.edu

Meeting Times: TBA

Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Description

Participants will learn to apply research-supported techniques for assisting students with divergent and exceptional needs who experience substantial difficulty in reading and written language. Building on understandings of the cognition, memory, and language characteristics of divergent and exceptional learners, the development of the following will be examined: foundational skills in decoding and comprehension; comprehension techniques for a variety of types of text; content area reading and study skills. The course also covers the relationship between spoken and written language, and reading and writing, effective early intervention approaches, strategies for improving students' written fluency and sentence structure, along with ways to use technology to support and monitor their progress.

Course Goals and Objectives

At the closure of the course, you should be able.....

1. to discriminate linguistic variation, linguistic diversity, and processing preferences from linguistic disabilities.
2. to demonstrate understanding of language development and linguistic competence
3. to demonstrate understanding of linguistic functions, reading, writing and metacognition
4. to demonstrate understanding of the interconnections among learning theories and language functions
5. to identify those language aspects peculiar to the exceptional learner and those peculiar to the divergent learner
6. to be thoroughly conversant with a variety of methods/strategies/approaches that are appropriate for the cognitive and developmental tasks facing students with exceptional and divergent needs.

Course Content

The following topics will be covered in EDUC 745:

Learner Characteristics and Challenges

- Characteristics of students (exceptional and divergent) who have reading and written language problems
- Language Development Theories
- Stages of Language Development
- Receptive, inner and expressive language

Alternatives for Delivering Instruction

- Organizing and planning small group and one-to-one instruction
- Using collaborative and cooperative learning techniques with students
- Using peer tutoring with students
- Making effective use of paraprofessionals and classroom volunteers
- Teacher assistance teams
- Making effective use of technology-“learning from” and learning with”

Reading - Coping with content area texts

- Developing an awareness of text structure, and strategies that make text structure explicit
- Word analysis strategies
- Improving content area vocabulary
- Strategies for activating prior knowledge and modifying knowledge schemata
- Adapting texts and developing study guides
- Study strategies and strategies for improving recall
- Cognitive strategy instruction to improve reading comprehension
- Appropriate use of technology to improve comprehension

Improving Written Language

- Assessing students’ writing
- Using concept mapping tools to support idea generation and linking
- Notetaking and alternatives to taking notes
- Strategies for improving writing at the sentence level
- Strategies for improving paragraph organization
- Common writing tasks encountered by students - making implicit structure explicit
- Systematic approaches to editing
- Technology tools to circumvent written language barriers

Textbook

The required text for the course is: Polloway, E.A., Miller, L., & Smith, T.E.C. (2004). *Language Instruction: For Students with Disabilities*. (3rd Edition). Denver: Love Publishing Company. ISBN: 0-89108-298-0

Course Evaluation

The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	90% - 100%	Distinction
B+	85% - 89%	Somewhat below distinction
B	80% - 84%	Above average
C+	75% - 79%	Average
C	70% - 74%	Below Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Activity</i>	<i>Overall Contribution</i>
Case study/project/self-evaluation	30%
Analysis of student language profiles	10%
Midterm Examination	30%
Final Examination	30%
Total	100%

Midterm Examination

The midterm examination for the course will cover chapters 1-6 from the text and information covered in class up to the week prior to the midterm.

Final Examination

The final examination for the course will be given on the last scheduled night of class. The final exam will cover chapters 7-12 and information from the class presentations, case study activities, and any additional items discussed since the mid-term exam.

Course Policies (Attendance/Tardiness/Assignments/Courtesy)

As a professional, you are expected to be *in* class *on* time. Class attendance and punctuality are extremely important and expected.

- Each class will provide pertinent and important information. My wish and assumption is that you will attend all classes unless emergencies prevent that. Please advise me when your absence may be necessary. If you miss more than 2 classes, I would request an "Instructor Initiated Drop." In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.
- You are responsible for obtaining any information covered in a class that you have missed.
- Your peers can serve as valuable resources for you throughout the course. However, the work you submit must be your own.

- Assignments are due at the beginning of class unless otherwise indicated. Late assignments carry a penalty of 10% for *each day* late. Absences do not qualify for exemption from the late assignment penalty.
- Please treat others, and their views, with respect. While it is natural for people to disagree from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times.
- Cell phones must be turned off prior to the beginning of class.
- Any exemption to the above will be determined on a case-by-case basis at the professor's discretion.

EDUC 745 COURSE OUTLINE

This listing should be regarded as a tentative roadmap, designed to assist you in planning, which may be adjusted as the course progresses.

MTG DATE	TOPICS
1	Overview of course syllabus; Introduction to Language, Speech, and Communications
2	Language Development From Infancy Through Adolescence
3	Cultural Diversity and Language Differences
4	Language Assessment and Instruction for Preschool Children
5	Language Assessment and Instruction for School-age Children
6	Language Assessment and Instruction for Adolescents
7	<u>Midterm Exam on Chapters 1-6</u>
8	Reading Concepts and Assessment
9	Reading Instruction
10	Handwriting Instruction
11	Spelling Assessment and Instruction
12	Written Expression
13	Adolescents and Language Disabilities
14	Case Study/Project Presentations
15	FMU Evaluation; <u>FINAL EXA M</u>

EDUC 745 Case Study Presentation Rubric

Component	1	2	3	4
1. Content	Content is minimal OR there are several factual errors.	Includes essential information about the topic but there are 1-2 factual errors.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Covers topic in-depth with details and examples. Subject knowledge is excellent.
2. Organization	There was no clear or logical organizational structure, just lots of facts.	Content is logically organized for the most part.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is well organized using headings or bulleted lists to group related material.
3. Teacher-Focused	Focus on teachers' concerns was not clearly evident. May have presented the information, without establishing linkages to classroom settings.	Practical implications of the issue were addressed, but in a manner that over-simplified or over-generalized important distinctions and issues.	Practical implications of the information were adequately presented.	Practical connections and implications of the information were clearly presented, while retaining the depth of coverage of the topic.
4. Mechanics	More than 4 errors in spelling or grammar.	Four misspellings and/or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	No misspellings or grammatical errors.
5. Requirements	More than one requirement was not completely met.	One requirement was not completely met.	All requirements are met.	All requirements are met and exceeded.
6. Oral Presentation	Delivery not smooth and audience attention lost.	Delivery not smooth, but able to hold audience attention most of the time.	Relatively interesting, rehearsed with a fairly smooth delivery that usually holds audience attention.	Interesting, well-rehearsed with smooth delivery that holds audience attention.
7. Originality	Uses other people's ideas, but does not give them credit.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Product shows some original thought. Work shows new ideas and insights.	Product shows a large amount of original thought. Ideas are creative and inventive.
8. Vocal Quality	Vocal quality of presentation weak. Multiple problems may include difficulties with articulation, volume, and/or clarity of speech.	Some problems with vocal quality of presentation - may include problems with articulation, volume, and/or clarity of speech.	Vocal quality of the presentation good. Voice clear, volume appropriate, good articulation.	Vocal quality of presentation excellent. Voice clear, volume appropriate, articulation professional.
9. Pacing	Presentation had substantial problems with pacing. (May have been too slow or fast in several parts.)	Presentation had some problems with pacing. (May have been too slow or too fast in one or more parts.)	Pacing of the presentation good and helped sustain interest and participation	Pacing of presentation excellent and fitted the character of the information presented. Pacing helped to sustain audience interest and participation.
10. Responsiveness	Presenter showed limited responsiveness to audience concerns and/or indications of interest.	Presenter fairly responsive to audience, though some questions may have been overlooked or cues ignored.	Presenter responded appropriately to issues and concerns of audience. Adjustments made to sustain audience interest.	Presenter was very responsive to issues and concerns raised by members of the audience. Adjustments made to sustain audience interest.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 746 Title Practicum: Teaching Reading and Written Language to Exceptional Learners

Semester hours 1 Clock hours: Lecture _____ Laboratory 30

Prerequisite/Corequisite: EDUC 745 or permission of the School of Education

Enrollment expectation: 10-15

Indicate any course for which this course is a

Substitution for EDUC 768 Practicum: Intervention for Adolescents and Young Adults (1)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Course description:

Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skill in planning and managing instruction well-suited to exceptional learners and to a variety of school environments.

- Purpose: 1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities
2. What should the course do for the student? This course provides participants with opportunities to demonstrate that they have acquired the competencies to modify and adapt instructional materials for students with learning disabilities to enhance reading and written language achievement.

Teaching method planned:

Supervision conferences.

Reflection on artifacts of instruction and planning

Textbook: None

Course Content: Content will focus on how to select, adapt and use effective instructional strategies to improve students' performance in reading and written language.

EDUC 746 PRACTICUM: TEACHING READING AND WRITTEN LANGUAGE TO EXCEPTIONAL LEARNERS

Instructor: Shirley Carr Bausmith, Ph.D.

Office: CEMC 238-B; Phone/Voicemail: 843-661-1487

Office Hours: M-Th 1:00 - 4:00 (additional times by appointment)

E-mail: Sbausmith@Fmarion.edu

Meeting Times: TBA

Meeting Location: TBA

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Description

Participants in this practicum experience will apply techniques and strategies for teaching reading and written language skills to students with exceptional needs. In addition to the correct application of specific methods, participants are expected to demonstrate practical skills in planning and managing instruction well suited to exceptional learners and to a variety of school environments.

Prerequisite/Corequisite:

EDUC 745 or permission of the School of Education.

Course Goals

You will have opportunities to:

- Demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable students with learning disabilities to cope with classroom demands.
- Plan for the incorporation of appropriate technological supports to enhance students' achievement.
- Generate samples that support a performance-based assessment of your knowledge and skills.

Course Content

Working in collaboration with a teacher in a self-contained or resource setting, course participants will:

- Identify potential and actual problems posed by instructional materials, activities, and availability of appropriate supports that may impede the effectiveness and efficiency of learners with exceptional needs.
- Modify activities, adapt materials, and/or develop strategies that address the needs of students with learning disabilities in the area of reading and/or written expression.
- Critique (both self- and by the cooperating teacher) of activities and adaptations using rubrics and scoring guides developed for this purpose, to identify effective elements and factors that could be improved.
- Articulate the theoretical basis for modifications and adaptations undertaken.
- Formulate practical and workable measures for assessing the progress of individual students.
- Modify instructional approaches based on the analysis of the performance data obtained.
- Articulate a rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).

Course Activities

The course has three components: (1) working in applied settings to assist students with learning disabilities in the area of reading and written expression; (2) systematically reflecting on the effectiveness of the interventions; and (3) sharing the knowledge and insights gained with other participants and engaging in collaborative problem-solving.

Component 1: Working in Applied Settings

Participants will vary with the extent to which they will have ready access, during school hours, to classrooms with students who have learning disabilities. Consequently, options provide a measure of flexibility with respect to how course goals are met.

Option 1: Direct Assistance – In classroom

Working in the classroom, resource room, or other appropriate setting, participants choosing option 1 will provide direct academic assistance to one or more students with learning disabilities in reading and/or written expression. This commitment would entail at least two hours per week of “contact time” during a 15-week semester (30 hours total), on a schedule that accommodates the needs of both the participant and the cooperating teacher.

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 2: Direct Assistance – Other Settings

Participants may be unable to meet with students with learning disabilities during the regular school day, but can work with one or more students at other times, such as after school, to provide direct academic assistance. Those choosing option 2 would need to establish and maintain collaborative communication with their student’s (or students’) teacher(s) to determine the types of assistance and/or support needed. This commitment would entail at least two hours per week of “contact time” during a 15-week semester (30 hours total), on a schedule that accommodates the needs of the participant, the student(s), and the cooperating teacher(s).

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 3: Indirect Assistance

Participants whose current work schedule or other factors make options 1 and 2 unfeasible may choose to provide assistance to a self-contained or resource teacher of students with learning disabilities through a combination of the following:

- Analysis of readability and accessibility of textbooks and other instructional materials.
- Modifications of activities, adaptations of reading and writing materials and assessments, incorporation of appropriate technologies, and/or development of instructional materials that incorporate learning strategies to support students with learning disabilities in mastering content.
- Development of rubrics, scoring guides, and checklists to guide students with learning disabilities in the completion of reading and written language projects

and/or complex procedures, and that provide teachers with ways of efficiently and effectively assessing students' progress and communicating those results. Participants will complete a minimum of ten products that correspond to the above descriptions and address specific needs of students, and will conference with the cooperating teacher regarding the effectiveness and utility of the activities and materials provided.

Participants will submit samples of all products generated, along with the dates and brief summary of each conference with the cooperating teacher.

Component 2: Systematic Reflection

Submission of modified materials, adapted activities and assessments, learning strategy, and/or incorporation of technological supports will be accompanied by a reflection statement indicating the:

- Rationale for the choice made, reflecting task and learner characteristics;
- Salient characteristics of the method, adaptation, or strategy, as described in the relevant professional literature;
- Discussion indicating how the sample submitted reflects the salient characteristics;
- Discussion of the strengths and limitations identified through the application experience, as reflected in feedback conferences with the cooperating teacher;
- Modifications and improvements to address problems encountered, and/or extensions of the approach to make it more useful.

Component 3: Systematic Reflection

Sharing and collaborating with colleagues will entail five seminar meetings and participation in a Blackboard discussion board developed for the course. At the seminar sessions, participants will present multimedia presentations describing their experience in implementing a modification, adapted activity or assessment, learning strategy, and/or use of technological supports. Each participant will be expected to develop and present one presentation during the semester, and all presentations will be made available to other participants (either online or on a CD-R).

In addition to the participation in the seminars, each participant will be expected to contribute to a Blackboard discussion board. Participation will be evaluated through:

- Number and frequency of log-ins;
- Number of substantive contributions to problems and issues presented by others, including the sharing of appropriate materials, online resources, and other sources of relevant assistance.
- Number of substantive contributions to discussion questions posed by the instructor that pertain to course-related issues.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

Component	Overall Contribution
Working in Applied Settings	45%
Samples of Products	40%
Conference Log and Summaries	5%
Systematic Reflection	30%
Reflection statements	30%
Sharing and Collaborative Problem-Solving	25%
Seminar presentation	15%
Discussion board contributions	10%
Total	100%

Class Expectations

Course policies regarding absences and participation in activities are discussed in some detail, as follows:

Absences

Class participation, particularly in the five seminar sessions, is very important for this course. Therefore, if you are absent for more than one session, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a “B;”
- as the instructor, I reserve the right to undertake an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than one evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you'll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail.

Working in Applied Settings

Regardless of which of the options you choose, it is essential that you arrange to meet with your collaborating teacher within the first week of the semester, and that you meet regularly on a schedule that you work out. Your logs will be examined for both consistency and reliability in meeting your commitments.

Participation in Seminar Sessions

The seminar sessions provide opportunities for you to share adaptations and other products with others. At the same time, the seminar is intended to provide opportunities to problem-solve about difficult problems and alternative approaches. If you are presenting at a seminar session, it is important that

- your presentation is prepared, and you've tried it to insure that it will work properly.
- you are prepared to listen to the presentations of others, and offer appropriate suggestions in problem-solving sessions.
- treat others, and their views, with respect.
 - While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 763 Title Methods for Teaching Students with Learning Disabilities

Prerequisites/Corequisites: **EDUC 761 and PSY 663, or permission of the School of Education.**

Semester hours 3 Clock hours: Lecture 45 Laboratory 0

Enrollment expectation: 15-20 students per semester

Indicate any course for which this course is a

Substitution for EDUC 765 Learning Disabilities: Intervention for Elementary and Middle School (p. 199 – current catalog)

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

Catalog description:

This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Purpose:

1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities.
2. What should the course do for the student? This course provides participants with the knowledge and skills necessary to adapt instruction to improve student learning.

Teaching method planned:

Lecture, Demonstration, Class discussions, Simulation.
Correlation of evidence to CEC Matrices of knowledge and skills

Textbook: Bos, C.S., & Vaughn, S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*. (6th Edition). Boston: Allyn and Bacon.
ISBN: 0-205-40772-2

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgment. Include a syllabus for the course.)

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Learning Disabilities (LD), each of which outline expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that

	CEC Competencies
Knowledge: can demonstrate understanding of	
1. Differential characteristics of individuals with exceptionality, including levels of severity and multiple exceptionality	CC2.K2
2. Effects an exceptional condition(s) may have on an individual's life	CC2.K4
3. The impact of LD on auditory skills, including perception, memory, and comprehension	LD4.K3
4. Differing learning styles of individuals with learning needs and how to adapt teaching to these	CC4.K1
Skills: they can	
1. Choose and administer assessment instruments appropriately for individuals with LD	LD3.S1
2. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments	CC3.S7
3. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning needs.	CC3.S9
4. Evaluate the results of instruction.	CC3.S10
5. Use effective instructional strategies for basic skills, including reading, listening, writing, reporting, and computing	LD4.S1
6. Use skills to enhance thinking processes.	LD4.S3
7. Use research-supported instructional strategies and practice for teaching individuals with learning disabilities.	LD4.S11
8. Modify speed of presentation and use of organization cues.	LD4.S12
9. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with LD.	LD4.S13
10. Interpret and use assessment data for instructional planning.	CC4.S1
11. Prepare appropriate lesson plans that meet individual needs.	CC4.S5
12. Select, adapt, and use instructional strategies and material according to characteristics of learner.	CC4.S8

- | | | |
|----|---|---------|
| 13 | Sequence, implement, and evaluate individual learning objectives. | CC4.S10 |
| . | | |
| 14 | Use instructional time properly. | CC4.S12 |
| . | | |
| 15 | Establish and maintain rapport with learners. | CC4.S15 |
| . | | |
| 16 | Use verbal and nonverbal communication techniques. | CC4.S16 |
| . | | |
| 17 | Conduct self-evaluation of instruction. | CC4.S17 |
| . | | |
| 18 | Prepare and organize materials to implement daily lesson plans, and cohesive larger units of instruction. | CC5.S3 |
| . | | |
| 19 | Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment. | CC5.S4 |
| . | | |

When completed, forward to the Office of the Provost.

9/03

EDUC 763 Methods for Teaching Students with Learning Disabilities

Course Description

This course examines a range of age-appropriate techniques for teaching children and adolescents with learning disabilities in a variety of settings, including both school and the community. Participants will apply and critically assess whether a specific technique is suitable to the content area and student, collect and analyze data on performance, and adjust instruction accordingly. Strategies for increasing learner independence and for using technology appropriately to improve student learning will also be addressed.

Prerequisites/corequisites:

EDUC 761 and PSY 663, or permission of the School of Education

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Philosophy

The goal of EDUC 763, Methods for Teaching Students with Learning Disabilities, is to enable students to be knowledgeable in selecting, applying, and evaluating instructional approaches and supports that meet students' needs. To enable your students to become successful and independent learners, you need to be thoroughly conversant with a variety of methods that are appropriate for various:

- ages and developmental levels;
- discipline areas, tasks, and types of content; and
- classroom settings and grouping arrangements.

Being knowledgeable about a method, strategy, or approach requires that you know:

- (2) its salient features;
- (2) the procedural steps needed for implementing it;
- (3) what it "looks like" when applied in practice with materials and tasks that reflect realistic classroom requirements;
- (4) how to evaluate the extent to which it is successful;
- (5) how it helps foster important cognitive skills and productive problem-solving strategies;
- (6) what assumptions it makes about learning, learners, the tasks confronting them and the settings in which learning takes place;
- (7) the extent to which there is empirical support for its effectiveness; and
- (9) whether there are caveats, questions, and challenges about it, or its application in specific situations.

If that seems like a lot to learn, you're right - it is. This course is intended to provide you with a sound foundation for understanding and evaluating methods, but that process is one that must continue throughout your professional career. In choosing to work with students who have exceptional learning needs, you are committing yourself to a process of lifelong learning. So, one way of looking at this course is that it provides you with some *provisional* "answers," that reflect the status of current research and sound practice, but more importantly, it will provide you with a framework for continuing to pose questions.

Course Goals

The principal goal of the course is to provide you with the knowledge and skills to work effectively with students who have learning disabilities. The Council for Exceptional Children (CEC) has specified what all beginning special educators must know and be able to do, in its *What Every Special*

Educator Should Know. This document, which constitutes the *de facto* standard for the profession, was developed to reflect the views of practitioners in the schools and what currently constitutes “best practices.” These standards provide the foundation for this course.

To be certified to teach students who have learning disabilities, the state of South Carolina requires that you pass specified tests in the Praxis II series with a minimum qualifying score. Knowledge of specific methods and how they are applied is one of the major components addressed. Therefore, one of the practical goals of the course is to prepare you for this examination. It is not, however, a “test prep” course. The focus will be on providing you with the information and skills you need, and those will assist you with your exam preparations.

Course Content

The Teaching-Learning Process

- Characteristics of students who have learning and behavior problems.
- Severity of a student’s learning and/or behavior problem.
- "least restrictive environment" and "mainstreaming".
- instructional cycle.
- Individualized Education Program (IEP)

Approaches to Learning and Teaching

- Operant learning models; mastery learning
- Information processing models
- Cognitive strategy instruction
- Cognitive behavior modification
- Strategies based on sociocultural learning approaches (e.g., scaffolding)

Oral Language

- Sequences and milestones of normal language development
- Receptive and expressive language
- Systems of language: phonology, morphology, semantics, syntax, pragmatics
- Strategies for improving content, form and use
- Developing interpersonal skills

Reading: Phonological Awareness and Word Recognition

- Phonological awareness, letter-sound correspondences, word recognition and word analysis, fluency, vocabulary, and comprehension strategies
- Phonic analysis, onset-rime, structural analysis, syllabication, automatic word recognition, syntax and semantics.
- Explicit code instructional approaches
- Implicit code instructional approaches

Reading: Fluency and Comprehension

- Strategies for building fluency
- textually explicit, textually implicit, and scripturally implicit question-answer relationships
- strategies for previewing, predicting, and activating background knowledge
- strategies for promoting questioning and self-questioning
- strategies for teaching text structure and summarization

- multi-component cognitive strategy instruction

Written Language Instruction

- The Writing Process approach
- Strategies for improving writing at the sentence level
- Strategies for improving paragraph organization
- Structuring common writing tasks encountered by students.
- Empirically based techniques for improving spelling
- Empirically based techniques for improving handwriting
- Technology tools for improving written products

Mathematics

- Prenumber skills and foundational language constructs
- Strategies for improving recall of basic math facts
- Appropriate use of calculators and other electronic resources
- Sequences of mathematical understandings
- Fostering of self-checking and self-monitoring
- Teaching multi-step procedures
- Appropriate use of guided practice and independent practice

Time and Task Management for Students with Learning Disabilities

- Problems with time management - foundational language constructs
- Time management - Developing coping strategies and metacognitive awareness.
- Task management - task segmentation
- Task management - developing self-monitoring

Developing collaboration and communication skills

Course Activities

The course is comprised of activities in three general inter-related strands: (1) Methods; (2) Praxis Preparation; and (3) Case Study. The purpose of each strand, its contribution to the course goals, and the kinds of activities involved will be discussed below.

Methods Strand

The Methods strand directly addresses the eight issues listed in the Course Philosophy section with respect to being knowledgeable about a method. Activities related to this strand include:

- reading assignments, in the Bos & Vaughn text and additional resources accessible through the World Wide Web.
 - After each reading assignment, you will be asked to answer a small number of self-checking questions related to each chapter. These will be available through the course web site. (Your responses will be regarded as formative assessments of your understanding of the material).
 - Discussion questions for each chapter have been posted at the course website. You are expected to formulate your responses in the course of your reading (though not for written submission), so that you can contribute to class discussion of the topics.

- Multimedia presentations address the 8 issues for a selected number of methods in each content or skill area;
 - These presentations will be done collaboratively with other members of the class. You will be assigned to a group and will have a contribution to make for each presentation your group undertakes. For at least two methods assigned to your group, you will have the lead role in planning and implementing the presentation. To assist you in developing these presentations, you will be provided with
 - multimedia templates, so that you can focus on organizing the information rather than mastering software programs.
 - methods worksheets that provide you with a step-by-step procedure for organizing the information you're reading, so that the key issues are addressed in the presentation.

In one component of the final examination for the course, you will be asked to describe, in some detail, specific methods. Your description will need to address the eight key issues outlined above.

Praxis Preparation Strand

Activities in this strand will help you to prepare for the methods component of the learning disabilities test in the Praxis II series that the state of South Carolina requires for certification. These activities include:

- accessing the study materials developed by the Educational Testing Service to assist you in preparing for the test, including a small number of sample test questions and the table of specifications used to guide the construction of the test;
- formulating multiple choice test questions related to specific methods covered in the course;
- evaluating the clarity and accuracy of questions developed by your classmates.

These collections of questions will be made available to all course participants to assist them in preparing for the Praxis II examination. One component of the final examination for the course will involve a multiple choice test related to methods and their applications.

Case Study Strand

Activities in the Case Study strand are designed to assist you in applying methods to meet the needs of specific students. Case study information will be provided by the instructor, and you will be expected to select suitable intervention strategies for specific tasks, and to articulate your reason(s) for the choices that you've made. To assist you in this process, you will be

- provided with a selection of possible cases, for which test data and other information has been summarized.
- asked to specify academic tasks that your case study student would encounter, to provide a basis for the selection of appropriate methods and strategies.
- given a framework for conceptualizing and evaluating decisions, which will provide you with a basis for articulating the rationale for your decisions.

The case study component will be addressed throughout the course, selectively applying one or more of the methods discussed in connection with the various skill and discipline areas covered.

A case study component will also be included in the final examination for the course. It will describe one or more students with significant deficits in multiple areas, a characteristic shared by many students with learning disabilities. You will be asked to formulate appropriate instructional strategies and methods, delineate the essential features of each method selected, and discuss the reasoning behind the choices you've made.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three

strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Activity</i>	<i>Overall Contribution</i>
Methods Presentations	35%
Preparation	5%
Final Submission	30%
Praxis-Related Questions	10%
Formative Evaluation questions	5%
Submission of Multiple Choice questions	5%
Case Study Materials	5%
Midterm Examination	20%
Final Examination	30%
Total	100%

Methods Presentations:

You will work collaboratively on a total of 9 different multimedia methods presentations, in each of 3 specified roles. For 3 of the 9, you will have primary responsibility for the final presentation. The methods, and your assigned role in each, will be specified in separate attachments. All members of the group developing a presentation will receive the same grade for the final product. Evaluation of each component of the presentation will use a rubric which will be distributed separately.

As work on the methods presentations is collaborative, it is essential that you come to class with the preparatory work assigned to you completed. For this reason, you will need to: (1) e-mail a copy of your preparation worksheet to me a copy of the preparation worksheet to your personal web-based e-mail account; and (2) bring a copy of the worksheet **on a disk** to class.

The submission date for the preparation worksheets is 8 a.m. Wednesday morning. If you meet

this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category. This requirement applies, regardless of whether you are going to be present for class.

In addition to preparing your own group's presentation, your group will be responsible for providing substantive feedback to other groups on their presentations, using the rubric criteria established.

Praxis-Related Questions:

The principal activity in the Praxis Preparation Strand is the weekly submission of 1 multiple choice question on a method assigned to you from the chapter under study. You will need to submit a completed multiple choice worksheet as an e-mail attachment. The submission date for the worksheet is 8 a.m. Wednesday morning. If you meet this deadline, you will receive 10 points; if you submit it between 8:01 a.m. and the beginning of class, you will receive 5 points. If it has not been submitted by the beginning of class, 10 points will be deducted from your total for this category.

The submission deadline for the multiple choice question is the beginning of class. If you meet this deadline, you will receive 10 points. However, you will receive 3 points if: (1) your submission is incomplete, or (2) of poor quality (so that more than minor revisions are required), or (3) you need to take class time to complete your submission. If your multiple choice question is not submitted (even if you are absent), 10 points will be deducted from your total for this category.

Case Study Materials:

You will be asked to bring in samples of tasks and assignments that students are likely to encounter. They will be used to illustrate the application of methods under discussion.

Midterm Examination:

The midterm examination for the course will cover chapters 1 through 6 in the text, and information covered in class up to the week prior to the midterm.

Final Examination:

The final examination for the course will be given on the final night of the class, and will be cumulative in nature.

Text

The required text for the course is:

Bos, C.S., & Vaughn, S. (2006). *Strategies for Teaching Students with Learning and Behavior Problems*. (6th Edition). Boston: Allyn and Bacon.

ISBN: 0-205-40772-2

Course Web Site

The address for the companion site for the text, which is maintained by the publisher is <http://www.ablongman.com/bos6e>. The comprehension questions for each chapter of the text can be accessed through that site.

Software Tools

While EDUC 763 is not a technology course, you will make use of a variety of software tools in completing the activities associated with its three major strands. These tools include (but are not limited to):

Hot Potatoes Suite The *Hot Potatoes Suite* is a collection of six handy programs that were created by a teacher, with classroom needs in mind. While these programs are not “freeware,” they are available to educators for professional use at no cost. You will make extensive use of one of the programs, Jquiz, to develop multiple choice questions as part of the Praxis Preparation strand, and you’ll have opportunities to use some of the companion programs in developing activities for the Methods and Case Study strands, as well. The suite of programs will be available at the university, but can also be placed on participants’ computers.

Inspiration 6 *Inspiration 6* (and a similar program, *Kidspiration*, designed for early elementary grades) is a concept mapping program that is widely used in schools. You will be using *Inspiration* in conjunction with the Methods strand of the course, and in addition, you may find it useful to incorporate its use into activities for the Case Study strand.

You are not required to purchase *Inspiration* in order to participate in the course. The program will be available for student use in the Teaching Materials Center at the university, and you will be provided with a 30-day trial CD of the program, which you can use to complete assignments. If you like the program, arrangements have been made for you to purchase it, at a substantial discount, through the FMU Bookstore.

eZediaMX *eZediaMX* is a powerful, yet easy-to-use multimedia authoring environment that you will be using to complete the projects associated with the Methods strand of the course. You will be provided with templates for completing these projects, so you don’t have to be a proficient multimedia developer to participate in the course. If you can click and drag with a mouse and can enter text using a word processor, you have the necessary skills to handle the basics.

You are not required to purchase *eZediaMX* in order to participate in the course. The program will be available for student use in the Teaching Materials Center at the university, and a 30-day trial version of the program will be available to you. If you like the program, arrangements have been made for you to purchase it, again at a substantial discount, directly from the company.

Contact Information

Here is my contact information:

Office: FH 212
 Phone (O): (843) 661-1480
 Fax (O): (843) 661-4647
 E-mail (O): kcoughenour@fmarion.edu

Class Expectations

Course policies regarding absences, participation in activities and workload expectations are discussed in some detail, as follows:

Absences

Class participation, particularly in assisting one another in completing group projects related to the Methods strand, is very important for this course. Therefore, if you are absent for more than two sessions, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a “B;”
- as the instructor, I reserve the right to undertake an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you’ll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.
- contact the other members of your group, indicating the date you’ll be absent. You’ll also need to make suitable arrangements for insuring that your contributions for that evening’s project are taken care of.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail. You will also be responsible for contacting the other members of your group, by e-mail, to arrange for any responsibilities you may have toward your group’s project for that evening. You will also be responsible for obtaining any information covered that evening that you will have missed.

Participation in Class Activities

Activities in this course have been structured so that the contributions of individuals can be combined and leveraged into more extensive projects with only limited additional effort. Thus, for the Praxis Preparation strand, the single multiple choice questions developed by each participant can be combined into a comprehensive tool for reviewing the methods. Similarly, for the Methods strand, members of a group can assist each other in summarizing and illustrating your respective methods. Together with the contributions of the other groups, a number of methods can be covered in substantial depth.

To be successful in these kinds of ventures, it is essential that each person

- comes to class with their worksheets and multiple choice contributions completed;
- performs their assigned roles, while making effective use of each other’s particular talents and abilities;
- be willing to undertake tasks that they aren’t familiar with;
 - (This is particularly true of some of the technology-related tasks. While it will be beneficial to have completed EDUC 611 prior to taking this course, it is by no means essential. You won’t need to be a multimedia expert to perform the tasks, such as taking a picture or entering some text, so that you’ll be able to learn as you go.)
- treat others, and their views, with respect.
 - While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

Workload Expectations

You will note that **there are tasks to be accomplished each week**. For most weeks, these include:

- reading assignments and associated web-based questions for checking your understanding;

- formulation of a multiple choice question for a specific method, using the worksheet provided (part of the Praxis Preparation strand);
- completion of a planning template for a specific method, based on your assigned reading, using the worksheet provided (in preparation for the multimedia presentations associated with the Methods strand).

However, these tasks need not be burdensome, as they provide some simple mechanisms to help you process and integrate the information as you're reading.

You need to recognize that these weekly activities are integral to the course, and that **they must be completed prior to coming to class**. That is, you may work ahead and submit assigned activities in advance, but **once the due date has passed, they cannot be "made up" at a later date**. The reason for this restriction is that these activities will be incorporated into the activities for a particular session. Therefore, one individual's lack of preparation could impede the work of a number of others. For this reason, you will also note that provisions have been incorporated into the structure of these activities for submitting them on-line and via e-mail. These arrangements have been included by design. In part, it insures that you don't fall prey to "putting things off." The electronic submission requirements also insure that projects won't get interrupted because critical information has been left behind.

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

Department/School School of Education Date August 2, 2005

Course No. 764 Title Practicum: Methods for Teaching Students with Learning Disabilities (1)

Semester hours 1 Clock hours: Lecture _____ Laboratory 30

Prerequisites/Corequisites: EDUC 761, EDUC 763 and PSY 663, or permission of the School of Education.

Enrollment expectation: 10-15

Indicate any course for which this course is a

Substitution for EDUC 768 Practicum: Intervention for Adolescents and Young Adults

Name of person preparing course description Shirley Carr Bausmith

Department Chairperson's/Dean's Signature _____

Provost's Signature _____

Date of Implementation _____

Date of School/Department approval _____

This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

Purpose:

1. For Whom? This course would be required for all graduate students enrolled in Francis Marion University's M.A.T. & M.Ed. programs in Learning Disabilities.
2. What should the course do for the student? This course provides participants with opportunities to demonstrate the competencies required for providing instruction to students with learning disabilities in a clinical setting.

Teaching method planned:

Supervision conferences.
Reflection on artifacts of instruction and planning
Correlation of evidence to CEC Matrices of knowledge and skills

Textbook: None

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

The content of the course is designed to address the competencies outlined by the Council for Exceptional Children's (CEC) matrices of knowledge and skills expected of special educators. The competencies listed below are correlated to those matrices, coded as Common Core (CC) and Learning Disabilities (LD), each of which outline expectations for Knowledge (K) and Skills (S).

For this course, participants need to generate, collect, organize, and present evidence that	
Knowledge: they can demonstrate that they understand	CEC Competencies
1. Differential characteristics of individuals with exceptionality, including levels of severity and multiple exceptionality	CC2.K2
2. Effects an exceptional condition(s) may have on an individual's life	CC2.K4
3. The impact of LD on auditory skills, including perception, memory, and comprehension	LD4.K3
4. Differing learning styles of individuals with learning needs and how to adapt teaching to these	CC4.K1
Skills: they can	
1. Choose and administer assessment instruments appropriately for individuals with LD	LD3.S1
2. Create and maintain records, systematically and efficiently, while maintaining confidentiality	CC3.S2
3. Use a variety of assessment procedures, integrating formal and informal measures	CC3.S4
4. Interpret information from formal and informal assessment instruments and procedures.	CC3.S5
5. Report assessment results to individuals with exceptional needs, parents, administrators, and other professionals using appropriate communication skills.	CC3.S6
6. Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.	CC3.S7
7. Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with learning needs.	CC3.S9
8. Evaluate the results of instruction.	CC3.S10
9. Use effective instructional strategies for basic skills, including reading, listening, writing, reporting, and computing	LD4.S1
10. Use skills to enhance thinking processes.	LD4.S3
11. Use research-supported instructional strategies and practice for teaching individuals with learning disabilities.	LD4.S11
12. Modify speed of presentation and use of organization cues.	LD4.S12
13. Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with LD.	LD4.S13
14. Interpret and use assessment data for instructional planning.	CC4.S1
15. Prepare appropriate lesson plans that meet individual needs.	CC4.S5
16. Select, adapt, and use instructional strategies and material according to characteristics of learner.	CC4.S8
17. Sequence, implement, and evaluate individual learning objectives.	CC4.S10

- | | |
|---|---------|
| 18. Use instructional time properly. | CC4.S12 |
| 19. Establish and maintain rapport with learners. | CC4.S15 |
| 20. Use verbal and nonverbal communication techniques. | CC4.S16 |
| 21. Conduct self-evaluation of instruction. | CC4.S17 |
| 22. Prepare and organize materials to implement daily lesson plans, and cohesive larger units of instruction. | CC5.S3 |
| 23. Incorporate evaluation, planning and management procedures that match learner needs with the instructional environment. | CC5.S4 |

When completed, forward to the Office of the Provost.

9/03

EDUC 764 Practicum: Methods for Teaching Students with Learning Disabilities

Course Description

This course provides practical experience with application of age-appropriate teaching methods and strategies for students with learning disabilities. In collaboration with a cooperating teacher, participants will have opportunities to demonstrate proficiency in modifying activities, materials, and assessments to support the learning and independence of students with learning disabilities. Participants will also plan the incorporation of technological supports to enhance students' achievement and complete classroom tasks.

Prerequisites/Corequisites

EDUC 761, EDUC 763 and PSYCH 663 or by permission of the School of Education.

Conceptual Framework

The School of Education prepares caring and competent teachers for the 21st Century.

Course Goals

You will have opportunities to:

- demonstrate proficiency in modifying assessments, and adapting assignments and materials to enable students with learning disabilities to cope with classroom demands.
- plan for the incorporation of appropriate technological supports to enhance students' achievement.
- Generate samples that support a performance-based assessment of your knowledge and skills.

Course Content

Working in collaboration with a teacher in a resource or self-contained setting, course participants will:

- Identify potential and actual problems posed by instructional materials, activities, and availability of appropriate supports that may impede the effectiveness and efficiency of learners with exceptional needs.
- Modify activities, adapt materials, and/or develop strategies that address the needs of students with learning disabilities .
- Critique (both self- and by the cooperating teacher) of activities and adaptations using rubrics and scoring guides developed for this purpose, to identify effective elements and factors that could be improved.
- Articulate the theoretical basis for modifications and adaptations undertaken.
- Formulate practical and workable measures for assessing the progress of individual students.
- Modify instructional approaches based on the analysis of the performance data obtained.
- Articulate a rationale for the instructional modifications based on the analysis of performance data and the characteristics of the learner(s).
- Discuss issues related to transition of students with learning disabilities to non-academic settings.

Course Activities:

The course has three components: (1) working in applied settings to assist students with learning disabilities; (2) systematically reflecting on the effectiveness of the interventions; and (3) sharing the knowledge and insights gained with other participants and engaging in collaborative problem-solving.

Component 1: Working in Applied Settings

Participants will vary with the extent to which they will have ready access, during school hours, to classrooms with students who have learning disabilities. Consequently, options provide a measure of flexibility with respect to how course goals are met.

Option 1: Direct Assistance – In classroom

Working in the classroom, resource room, or other appropriate setting, participants choosing option 1 will provide direct academic assistance to one or more students with learning disabilities. This commitment would entail at least two hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of both the participant and the cooperating teacher.

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 2: Direct Assistance – Other Settings

Participants may be unable to meet with students who have learning disabilities during the regular school day, but can work with one or more students at other times, such as after school, to provide direct academic assistance. Those choosing option 2 would need to establish and maintain collaborative communication with their student’s (or students’) teacher(s) to determine the types of assistance and/or support needed. This commitment would entail at least two hours per week of “contact time” during a 15-week semester, on a schedule that accommodates the needs of the participant, the student(s), and the cooperating teacher(s).

Participants will keep a record of their involvement, indicating dates and times, outlines of activities undertaken, and artifacts such as data collected. Brief summaries of conferences or other professional conversations will be made and initialed by those involved.

Option 3: Indirect Assistance

Participants whose current work schedule or other factors may make options 1 and 2 unfeasible may choose to provide assistance to a resource or self-contained teacher who has students with learning disabilities, through combinations of the following:

- Analysis of readability and accessibility of textbooks and other instructional materials.
- Age-appropriate modifications of activities, adaptations of materials and assessments, incorporation of appropriate technologies, and/or development of instructional materials that incorporate learning strategies to support students with learning disabilities in mastering content.
- Development of rubrics, scoring guides, and checklists to guide students with learning disabilities in the completion of projects and/or complex procedures, and that provide teachers with ways of efficiently and effectively assessing students’ progress and communicating those results.

Participants will complete a minimum of ten products that correspond to the above descriptions and address specific needs of students, and will conference with the cooperating teacher regarding the effectiveness and utility of the activities and materials provided.

Participants will submit samples of all products generated, along with the dates and brief summary of each conference with the cooperating teacher.

Component 2: Systematic Reflection

Submission of modified materials, adapted activities and assessments, learning strategy, and/or incorporation of technological supports will be accompanied by a reflection statement indicating the:

- Rationale for the choice made, reflecting task and learner characteristics;
- Salient characteristics of the method, adaptation, or strategy, as described in the relevant professional literature;
- Discussion indicating how the sample submitted reflects the salient characteristics;
- Discussion of the strengths and limitations identified through the application experience, as reflected in feedback conferences with the cooperating teacher;
- Modifications and improvements to address problems encountered, and/or extensions of the approach to make it more useful.

Component 3: Sharing and Collaborative Problem-Solving

Sharing and collaborating with colleagues will entail five seminar meetings and participation in a Blackboard discussion board developed for the course. At the seminar sessions, participants will present multimedia presentations describing their experience in implementing a modification, adapted activity or assessment, learning strategy, and/or use of technological supports. Each participant will be expected to develop and present one presentation during the semester, and all presentations will be made available to other participants (via email or on a CD-R).

In addition to the participation in the seminars, each participant will be expected to contribute to a Blackboard discussion board. Participation will be evaluated through:

- Number and frequency of log-ins;
- Number of substantive contributions to problems and issues presented by others, including the sharing of appropriate materials, online resources, and other sources of relevant assistance.
- Number of substantive contributions to discussion questions posed by the instructor that pertain to course-related issues.

Course Evaluation

Assessment of your performance in this course involves the activities that comprise the three strands and the final examination. The grading system used at Francis Marion University, as applied to this course, together with the associated verbal descriptors, is summarized in the following table:

Grade	Percentage Range	Descriptor
A	94% - 100%	Distinction
B+	88% - 93%	
B	81% - 87%	Above Average
C+	74% - 80%	
C	70% - 73%	Average
F	Below 70%	Unsatisfactory Achievement

The relative contribution of the course activities to the final course grade is summarized below:

<i>Component</i>	<i>Overall Contribution</i>
Working in Applied Settings	45%
Samples of Products	40%
Conference Log and Summaries	5%
Systematic Reflection	30%
Reflection statements	
Sharing and Collaborative Problem-Solving	25%
Seminar presentation	10%
Seminar presentation - online	5%
Discussion board contributions	10%
Total	100%

Contact Information

Here is my contact information:

Office: FH 212

Phone: (843) 661-1480

Fax: (843) 661-4647

E-mail: kcoughenour@fmarion.edu

Class Expectations

Course policies regarding absences and participation in activities are discussed in some detail, as follows:

Absences

Class participation, particularly in the five seminar sessions, is very important for this course. Therefore, if you are absent for more than one session, unless I have excused you for cause,

- the highest possible grade you can receive for the course is a “B;”
- as the instructor, I reserve the right to undertake an “Instructor Initiated Drop.” In that case, you will be removed from the course and will receive a grade consistent with university policy for that point in the semester.

If you anticipate that you will need to be absent for more than one evening, perhaps due to family, job, or other responsibilities, you need to seriously consider whether this semester is the appropriate time for taking this course.

It is recognized that there are legitimate reasons why you may need to be absent from a particular session. If it is possible to anticipate the absence, you need to:

- contact me, by e-mail, to indicate the date you’ll be absent and the reason(s) for it. I will make a determination in each individual case as to whether the circumstances warrant excusing the absence for cause.

There may also be occasions when it will not be possible to anticipate an absence. In those instances, you will need to contact me as soon as possible, either by phone or e-mail.

Working in Applied Settings

Regardless of which of the options you choose, it is essential that you arrange to meet with your collaborating teacher within the first week of the semester, and that you meet regularly on a schedule that you work out. Your logs will be examined for both consistency and reliability in meeting your commitments.

Participation in Seminar Sessions

The seminar sessions provide opportunities for you to share adaptations and other products with others. At the same time, the seminar is intended to provide opportunities to problem-solve about difficult problems and alternative approaches. If you are presenting at a seminar session, it is important that

- your presentation is prepared, and you've tried it to insure that it will work properly.
- you are prepared to listen to the presentations of others, and offer appropriate suggestions in problem-solving sessions.
- treat others, and their views, with respect.
 - While it is natural for people to disagree, from time to time, it is expected that all interchanges will be supportive, constructive, and professional at all times. It is notable that collaboration requires a set of skills that may not come easily or naturally to some, but must still be acquired and integrated to work effectively in the instructional environments that are emerging.

