

Syllabus for  
**SED 363—Effective Instruction for Students with Mild-Moderate Disabilities**  
3 Credit Hours  
Fall 2013

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

A comprehensive overview of the most current effective teaching strategies for special education. Provides a model for application to a variety of skill and content areas. Examines advances in technology, multicultural awareness, curriculum development, and thinking skills. Incorporates concrete, meaningful teaching activities and demonstrations. (Includes a 10-hour practicum.)  
Prerequisite: SED 353.

**II. COURSE GOALS**

The purpose of this course is to prepare the candidate in strategies for teaching, scheduling, and assessing the student with mild to moderate disabilities.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

**A. Terminal Objectives**

As a result of successfully completing this course, the teacher candidate will be able to identify cultural diversities implications for educational planning.

**B. Objectives for Students in Teacher Preparation Program**

The Teacher Preparation Program meets the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies: (EC) 3, 7, and 10.

**1. Subject Competencies:**

SC 3: Understands and demonstrates knowledge of the IEP process by using assessment results in partnership with multidisciplinary team and monitoring IEP progress.

SC 4: Demonstrates Knowledge and skills in instructional content and practice including research-supported, effective instructional practices.

SC 5: Demonstrates knowledge and skills in planning and managing the teaching and learning environment.

**2. Early Childhood Special Education Competencies:**

EC 3: Plans and implements programming and curricula using current best practices and principles of early childhood.

EC 7: Understands and demonstrates knowledge of the individualized family service plan (IFSP) and IEP process by using assessment results in partnership with family and other team members to develop the IFSP/IEP and monitoring IFSP/IEP progress.

- EC 10: Develops and uses formative and summative program evaluation to ensure comprehensive quality of programs and services for children and their families.
3. The candidate for licensure and certification will be able to understand the following:
- SC1: Processes of human development and factors, including disability, that affect development and learning.
  - SC2: Types of characteristics of specific learning disabilities and their significance for human development and learning.
  - SC3: Characteristics of mild/moderate mental retardation and the significance of mental retardation for human development and learning.
  - SC4: Types of characteristics of emotional disturbance and their significance for development and learning.

#### PROMOTING STUDENT DEVELOPMENT AND LEARNING

- SC9: Procedures for developing and implementing Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for students with mild/moderate disabilities.
- SC10: How to establish a positive and productive learning environment for students with mild/moderate disabilities.
- SC11: Strategies and techniques used to improve the communication skills of students with mild/moderate disabilities.
- SC12: Strategies and techniques used to improve the social competence of students with mild/moderate disabilities
- SC13: Strategies and techniques used to promote the academic achievement and independent learning of students with mild/moderate disabilities.
- SC14: Strategies and techniques used to promote students' acquisition of functional skills.
- SC16: Strategies and techniques used to develop students' transition to adult life roles.
- SC17: Principles of and procedures for supporting students' transition from school to employment and/or post-secondary education and training.

#### WORKING IN A COLLABORATIVE LEARNING COMMUNITY

4. Institutional Standards:
- IS 5: The candidate plans instruction based upon knowledge of subject matter, students, the community, and curricular goals gained through participation in multiple and varied clinical experiences.
  - IS 6: The candidate understands the central concepts, tool of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
  - IS 12: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
  - IS 13: The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
  - IS 14: The candidate understands and develops an assessment system that aggregates data collected from multiple formal and informal assessment

instruments to evaluate student learning and instructional practices and informs program improvement.

IS 16: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

###### 1. Textbooks

Lerner, J. (2012). *Learning disabilities and related disorders, characteristics, teaching strategies and new directions* (12 ed.). New York: Houghton Mifflin.

ISBN 9781133172925

Lerner, J. (2012) *Learning disabilities plus teachspace webbooklet* (12<sup>th</sup> ed.). New York: Houghton Mifflin.

###### 2. Other None

##### B. Optional Materials

###### 1. Textbooks None

###### 2. Other None

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;

e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, college, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Education Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
4. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.

5. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

6. Administrative Excused Absence—Students who must miss class for University-sponsored activities must follow these procedures:
- Inform the professor before the event.
  - The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
  - The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
7. Senior Cohort Attendance—Students who have one unexcused absence will receive one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
8. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
9. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
10. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam.

Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.

11. Incompletes—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.
12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

#### C. Course Policies and Procedures

1. Evaluation Procedures
  - a. Unit Exams (3) (All Competencies) and Final 50%
  - b. Project I (SC 10, 11, 13) Track Star/or Virtual Field Trip 15%
  - c. Teacher Work Sample with Individual Educational Program (GC858; CC752; GC5K1; MR8K3; CC851, CC1K7, CC2K4) (multiple intelligence) 25%
  - d. Characteristics of middle school and secondary students 10%
2. ePortfolio
  - a. Summary of technology demonstration; written, video, audio tape
  - b. Rubric evaluation of Projects I and II

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.
3. Other Policies and/or Procedures
  - a. Tardies are an inconvenience to the other class members and the professor and prevent the late student from obtaining maximum value from the class. Therefore, tardies will be included as part of the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
  - b. The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. One letter grade will be deducted for every school day the assignment is late. An absence is not an excuse for turning in late work or for being

unprepared with assignments for the class following the absence. Any test taken late will incur a \$10 late-test fee. These responsibilities will assist the student in professional development.

- c. Students should not expect extra credit to help raise a grade.

## VI. COURSE CALENDAR

### **Week Topic and Assignment**

- 1 Class Requirements/Projects/Expectations  
Lecture: Chapter 1—LD and Related Mild Disabilities.
- 2 Lecture: Chapter 2—Assessment and the IEP Process  
HW: Read chapter 3 – Clinical Teaching and the Role of the Family.
- 3 Lecture: Chapter 4—Educational Setting and the Role of Family
- 4 **\*Exam I: Chapters 1–4**
- 5 Lecture: Chapter 5—Theories of Learning: Implications of Teaching
- 6 Lecture: Chapter 6—Social, Emotional, and Behavioral Challenges
- 7 Lecture: Chapter 7 – Attention Deficit Hyperactivity Disorder and Related Disorders
- 8 Field Trip: Union High School
- 9 Lecture: Chapter 9 – Adolescents and Adults with Learning Disabilities
- 10 **Exam II: Chapters 5,6,7, &9**
- 11 Lectures: Chapters 10,12 —Medical Aspect of Learning Disabilities - Reading
- 12 Lecture: Chapter 13—Written Language
- 13 Lecture: Chapter 14—Mathematics Difficulties
- 14 Review for Final – Chapters 10, 12, 13, 14  
HW: Study for Final
- 15 **FINAL**

**Course Inventory for ORU's Student Learning Outcomes**  
**SED 363—Effective Instruction for Students with Mild-Moderate Disabilities**  
**Fall 2013**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior			X	
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation	X			
2E	Intellectual creativity	X			
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle		X		
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship		X		
4E	Leadership capacity			X	