

Note:

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

COURSE SYLLABUS

EDUC 524

COLLABORATING FOR SUCCESSFUL INCLUSIVE CLASSROOMS

COURSE DESCRIPTION

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

RATIONALE

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

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

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

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

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, assigned websites/articles, and presentations
- B. Course Requirements Checklist
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (4)
Throughout the course, the candidate will participate in Discussion Board Forums in 2 parts: 1) the posting of a thread in response to the instructor's prompt, and 2) the posting of 2 replies to a classmate's thread. Each thread must be at least 300 words. Each reply must be at least 150 words.
- D. Article Reviews (3)
The candidate is required to submit three 1–2-page papers, reviewing peer-reviewed articles from scholarly journals in fields such as special education, school psychology, communication disorders, etc., related to assigned topics. (Articles from trade magazines, dissertations, or internet-related sites/sources are not acceptable for these reviews.) For each article review, the candidate must locate 1 scholarly article published in a peer-reviewed journal within the past 5 yrs that specifically relates to issues with students who are identified under IDEA as a student with a disability (i.e., SLD, ED, SLI, OHI, ID, etc.), or who are Gifted/Talented or "Culturally Diverse." The article must discuss the stated topic and come from an approved journal in the field of special education, speech and language pathology, and/or school psychology. This description does not replace the full assignment instructions in Blackboard. The paper must be correctly formatted in current APA style. (Pay special attention to citation methods/rules found in chapter 6 of the APA manual and reference formatting rules/examples found in chapter 7 of the APA manual.)
- E. edTPA Special Education (SPE) Practice Task 2
The candidate will view video clips provided in LiveText for analysis and respond to the prompts listed in the *Special Education Instruction Commentary template* in LiveText after viewing the video clips. Please be sure to SUBMIT your completed *Special Education Instruction Commentary template* in LiveText, not Blackboard.

***Please be advised that, in this course, you do not need to create a video of yourself teaching a class. Use the video provided in LiveText for this assignment.**

F. PRAXIS Practice Test Assignment (2)

The candidate will complete a Praxis Core practice test and the Praxis Special Education Subject practice test at <https://www.teacherstestprep.com/praxis-ii-elem-ed-multiple-subjects-5001-practice-tests>. The student will submit a screen shot of the completed practice test with results. This description does not replace the full assignment instructions in Blackboard.

G. During this course, the candidate is required to complete simSchool modules located at - <https://www.simschool.org/> This description does not replace the full assignment instructions in Blackboard.

1. simSchool Enrollment Verification

The candidate will create his/her own simSchool account by registering at [simschool.org](https://www.simschool.org/) and submitting a screenshot to verify registration.

2. simSchool Field Experience Module Reports

The candidate will complete 10 hours of virtual "Field Experience" in the simSchool environment and attach the PDF reports for each completed module.

H. Differentiated Unit Plan Assignments

During this course, the candidate must create a Differentiated Unit Plan (DUP), which will be submitted through LiveText. The focus of this assignment is the appropriate accommodation and differentiation of instruction. The template, grading rubric, and all other required forms for this assignment can be accessed through LiveText. This description does not replace the full assignment instructions in Livetext and Blackboard. The project will be completed in four stages as described below:

1. Topic

The candidate will submit his/her ideas for the DUP. The candidate must include the unit theme, the character principles that will be applied, descriptive information about the class, and the subjects that will be covered in the DUP.

2. Class Description and Seating Chart

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

3. Rewritten Text

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

4. Final Submission

The candidate must complete 2 unit forms to demonstrate integration of 2 different subject areas for 1 week of instruction, accommodating the students in their hypothetical class. Additionally, the candidate must develop 8 additional accommodations (in addition to the seating chart and rewritten text) as required in the LiveText template. **This assignment must be submitted via Blackboard AND Livetext.**

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 35 pts ea)	140
Praxis Practice Test (2 at 50 ea)	100
Article Reviews (3 at 75 ea)	225
edTPA SPE Practice Task 2	150
simSchool Field Experience	
SimSchool Enrollment Verification	25
Sim School Field Experience Module Reports	100
Differentiate Unit Plan Assignments	
Topic	30
Class Description/Seating Chart	40
Rewritten Text	40
Final Submission	150
	Total 1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679

C. LiveText Submission Policy

All LiveText assignments must be submitted to Blackboard and LiveText in order for the candidate to receive credit. **LiveText Submission Exception:** Candidates pursuing the following programs: M.Ed. in Higher Education, Ed.S. in Higher Education Administration, the Ph.D. in Education, and the Ph.D. in Higher Education Administration, are not required to submit this assignment in LiveText, but must submit this assignment in Blackboard.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

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Textbooks: Ackerman, *Guide to Differentiated Instruction* (2012).

Mastropieri & Scruggs, *The Inclusive Classroom: Strategies for Effective Instruction* (2018).

DVD: Lavoie & Rosen, *How Difficult Can This Be: The F.A.T. City Workshop* (1989).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Ackerman: G	Course Requirements Checklist	10
	Lavoie: watch DVD	Class Introductions	0
	Mastropieri & Scruggs: chs. 1–2	Advising Guide Acknowledgement	0
	1 presentation	SimSchool Enrollment Verification	25
	1 worksheet	DUP: Topic	30
2	Ackerman: U	Article Review 1	75
	Mastropieri & Scruggs: chs. 3–4, 7, 12	Praxis: Core Practice Test	50
	3 presentations	DB Forum 1	35
	2 articles		
3	1 website		
	Ackerman: I	Article Review 2	75
	Mastropieri & Scruggs: chs. 6, 8–9	DUP: Class Description & Seating Chart	40
4	3 presentations	SimSchool Module	*
	learning menu resources		
5	Ackerman: D	edTPA SPE Practice Task 2	150
	Mastropieri & Scruggs: ch. 5	simSchool Module	*
6	1 presentation		
	Ackerman: E	DB Forum 2	35
7	Mastropieri & Scruggs: chs. 10–11	Article Review 3	75
	4 presentations	simSchool Module	*
	1 website		
8	Mastropieri & Scruggs : ch. 13	DB Forum 3	35
	2 presentations	DUP: Rewritten Text	40
		simSchool Module	*
9	Mastropieri & Scruggs: ch. 14	DUP: Final Submission	150
	1 presentation	simSchool Module	*
10	Mastropieri & Scruggs: ch. 15	DB Forum 4	35
	6 presentations	Praxis: Special Education (5543)	50
		simSchool Field Experience Reports	100
TOTAL			1010

DB = Discussion Board

DUP = Differentiated Unit Plan

*The final grade for each SimSchool assignment will be posted in Module/Week 8.

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