Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.
COURSE SYLLABUS
EDUC 524
COLLABORATING FOR SUCCESSFUL INCLUSIVE CLASSROOMS

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

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

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

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the candidate will be able to:
A. Demonstrate professional responsibilities and Christian stewardship by consistent course participation and completion of all stated assignments in a timely manner.
B. Integrate Christian and professional principles in the classroom.
C. Exhibit technology competencies for educators.
D. Conceptualize theories of learning disabilities.
E. Identify the characteristics of individuals with learning disabilities.
F. Formulate intervention strategies to enhance the success of all learners, especially students with learning disabilities.
G. Generalize current professional literature on learning disabilities and apply APA style to course assignments.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, assigned websites/articles, and presentations
B. 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 (7)
   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 1 reply to a classmate’s thread. Each thread must be at least 250 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 scholarly, peer-reviewed articles from scholarly journals in fields such as special education, school psychology, communication disorders, etc., related to assigned topics (do not review dissertations or internet-related sites/sources). For each article review, the candidate must (a) 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”; (b) discusses the stated topic; and (c) comes from journals from the fields of special education, speech and language pathology, and/or school psychology. The paper must be correctly formatted in current APA style (pay special attention to citation method/rules found in Chpt 6 of your APA manual, and reference formatting rules/examples found in Chpt 7 of your 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.
F. simSchool Modules
   During this course, the candidate is required to complete simSchool modules located at - https://www.simschool.org/
G. 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. 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. Note: This assignment is to be uploaded into Blackboard, not LiveText.

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 LiveText.

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 LiveText.

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 supply the remaining 7 accommodations required by the LiveText template.
COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (7 at 60 ea)</td>
<td>420</td>
</tr>
<tr>
<td>Article Reviews (3 at 20 ea)</td>
<td>60</td>
</tr>
<tr>
<td>edTPA SPE Practice Task 2</td>
<td>150</td>
</tr>
<tr>
<td>SimSchool Virtual Field Experience</td>
<td></td>
</tr>
<tr>
<td>Sim School Plans</td>
<td>20</td>
</tr>
<tr>
<td>Sim School Module Reports (Survey)</td>
<td>100</td>
</tr>
<tr>
<td>Differentiate Unit Plan Assignments</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>20</td>
</tr>
<tr>
<td>Class Description/Seating Chart</td>
<td>40</td>
</tr>
<tr>
<td>Rewritten Text</td>
<td>40</td>
</tr>
<tr>
<td>Submission</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1010</td>
</tr>
</tbody>
</table>

B. Scale

D- = 760–779  F = 0–759

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

5. Late assignments submitted within one week of the due date will receive a 10% deduction.

6. Assignments submitted more than one week late will receive a 20% deduction.

7. Assignments submitted two weeks late or after the final date of the course will not be accepted.

8. Late Discussion Board threads or replies will **not** be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

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

### EDUC 524

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

<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Ackerman: G  
Lavoie: watch video  
Mastropieri & Scruggs: chs. 1–2  
1 presentation  
1 worksheet | Course Requirements Checklist  
MAT/MED Advising Guide Quiz  
Class Introductions  
DB Forum 1  
Field Experience Plan  
DUP: Topic | 10  
0  
0  
60  
20  
20 |
| 2           | Ackerman: U  
Mastropieri & Scruggs: chs. 3–4, 7, 13  
3 presentations  
2 articles  
1 website | DB Forum 2  
Article Review 1 | 60  
20 |
| 3           | Ackerman: I  
Mastropieri & Scruggs: chs. 6, 8–9  
3 presentations  
1 article  
learning menu resources | DB Forum 3  
DUP: Class Description and Seating Chart  
Sim School Module | 60  
40 |
| 4           | Ackerman: D  
Mastropieri & Scruggs: chs. 5, 10  
1 presentation | DB Forum 4  
edTPA SPE Practice Task 2  
Sim School Module | 60  
150 |
| 5           | Ackerman: E  
Mastropieri & Scruggs: chs. 11–12  
4 presentations  
1 website | DB Forum 5  
Article Review 2  
Sim School Module | 60  
20 |
| 6           | Mastropieri & Scruggs: ch. 14  
2 presentations | DB Forum 6  
DUP: Rewritten Text  
Sim School Module | 60  
40 |
| 7           | Mastropieri & Scruggs: ch. 15  
1 presentation | DB Forum 7  
Article Review 3  
Sim School Module | 60  
20 |
| 8           | Mastropieri & Scruggs: ch. 16  
6 presentations | Field Experience Report  
DUP: Final Submission  
Sim School Modules/survey | 100  
150 |
| **Total**   |                 |             | **1010** |

*DB = Discussion Board  
DUP = Differentiated Unit Plan*
NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.