## College of Charleston
### EDFS 428/741 – Procedures for Teaching Students with Learning Disabilities
#### Fall 2015

<table>
<thead>
<tr>
<th>Meeting Time and Place:</th>
<th>4:00-6:45 p.m., Mondays, Education Center Room 201</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Ms. Carol Henry, MEd., Adjunct Instructor of Special Education</td>
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<tr>
<td>Office Hours:</td>
<td>2:45-3:45 p.m., Mondays, by appointment</td>
</tr>
<tr>
<td>Phone/E-mail:</td>
<td>Phone 843-572-8181, <a href="mailto:henryc@cofc.edu">henryc@cofc.edu</a></td>
</tr>
</tbody>
</table>

### Course Prerequisites:
EDFS 345, EDFS 411, EDFS 352

### Course Text:

### Course Description:
This course is designed to prepare students to teach children and youth with learning disabilities, elementary through high school. Emphasis is placed on research-based practices for teaching mathematics, modifying instruction in content areas, teaching learning strategies, and facilitating transition. The focus is on preparing students to teach in resource and inclusive models of service delivery.

### Course Requirements:

1. **Attendance/Participation:** Class sessions will include discussions, demonstrations, small group activities, and other interactive techniques. Students are expected to read assignments prior to class and to participate in activities. These activities are essential for the development of complex concepts addressed in this course.

2. **Differentiated Instructional Unit:** Students will develop a unit of math instruction for a grade span of their choice. The unit must include: unit description, minimum of six lessons and the integration of one other content area in at least one lesson, integration of one technology application, informal assessment strategies, and materials and reference lists. Details, directions, evaluative rubric, and checkpoints will be provided during class sessions.

3. **Lesson Presentation:** Students will teach one lesson from their Instructional Unit to their classmates in EDFS 428/741. Details, directions, and evaluative rubric will be provided during class sessions.

4. **Setting Demand Assessment:** Students will assess the demands of a general education setting of one (1) student with LD. The assessment will include curricular, instructional, and environmental components.

5. **Quizzes:** Five quizzes will be administered throughout the semester. The lowest grade will be dropped.

6. **Examination:** A comprehensive final examination will be given.

### Grades:

<table>
<thead>
<tr>
<th>Final grades will be determined by considering the following point values:</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4 @ 20 pts.)</td>
<td>80</td>
</tr>
<tr>
<td>Setting Demand Assessment</td>
<td>50</td>
</tr>
<tr>
<td>Differentiated Instructional Unit</td>
<td>75</td>
</tr>
<tr>
<td>Lesson Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>70</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>350</strong></td>
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</table>
### UNDERGRADUATE GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A -</td>
<td>91-92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B -</td>
<td>84-85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

### GRADUATE GRADING SCALE

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A -</td>
<td>89-92%</td>
<td>3.5</td>
</tr>
<tr>
<td>B+</td>
<td>85-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
<td>81-84%</td>
<td>2.5</td>
</tr>
<tr>
<td>B -</td>
<td>77-80%</td>
<td>2.0</td>
</tr>
<tr>
<td>C+</td>
<td>0-76%</td>
<td>0</td>
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</table>

A grade of 76 or below is considered a failing grade for all graduate courses. There are no minus grades in graduate courses.

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### Course Objectives

Upon successful completion of the course, as assessed by performance on exams, assignments, and in-class activities, the student will:

1. describe and provide examples of service delivery models and the instructional groupings and methodologies for those models appropriate for students with LD;  
   - EHHP Standards: VII
   - CEC Standards: 4

2. describe the scope and sequence of K-12 academic curricula;  
   - EHHP Standards: VII
   - CEC Standards: 7

3. identify appropriate adaptations and accommodations to the general curriculum, instructional methods (including content enhancements), the environment, media, and teaching materials to fit individual learner characteristics and needs in special and general education settings;  
   - EHHP Standards: III
   - CEC Standards: 4, 7

4. develop and/or select, implement, and evaluate instructional strategies for students with LD based on research-verified practices in:  
   a) mathematics (computation, applications, problem solving),  
   b) cognitive strategies (applied to academic and content areas),  
   c) study and organizational skills,  
   d) social skills,  
   e) critical thinking skills,  
   f) content area instruction, and  
   g) transition;  
   - EHHP Standards: II, III
   - CEC Standards: 4, 5, 7

5. evaluate, select, and/or develop appropriate commercial and teacher-made instructional materials, including technologies, that will enhance the learning of students with LD;  
   - EHHP Standards: III
   - CEC Standards: 4, 7

6. identify pertinent federal and state mandates (e.g., IDEA, NCLB, EEDA, SSCA, ISTE Standards) and provide examples of how to integrate into general and special educational settings;  
   - EHHP Standards: VII
   - CEC Standards: 7, 9

7. develop and/or select and implement methods for collecting and organizing direct and frequent measurements of student progress for use with instructional decision-making; and  
   - EHHP Standards: VI
   - CEC Standards: 7, 8

8. provide students with academic and social feedback and use procedures that will promote student self-monitoring and self-management techniques.  
   - EHHP Standards: VI
   - CEC Standards: 4
College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
## Course Calendar

<table>
<thead>
<tr>
<th>DATE 2013</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31</td>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>September 7</td>
<td>Creating Responsive Learning Environments</td>
<td>Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Planning and Organizing Instruction</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>September 14</td>
<td>Teaching Students and Managing Instruction</td>
<td>Chapter 4 (Ch. 1-2)</td>
</tr>
<tr>
<td>September 21</td>
<td>Planning Units and Lessons</td>
<td>Chapter 4 (continued)</td>
</tr>
<tr>
<td></td>
<td>Article Presentations: Collaboration Consultation</td>
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<tr>
<td>September 28</td>
<td>Key Principles of Differentiated Instruction</td>
<td>Supplemental Reading</td>
</tr>
<tr>
<td></td>
<td>Article Presentations: Classroom Management</td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Assessing Students for Instruction – What/How to Teach</td>
<td>Chapter 3&lt;br&gt;QUIZ #2 (Differentiated Lesson)</td>
</tr>
<tr>
<td>October 12 (Mid-term)</td>
<td>Assessing Math</td>
<td>Chapter 11&lt;br&gt;Article Presentations: Differentiated Instruction</td>
</tr>
<tr>
<td>October 19</td>
<td>FALL BREAK – NO CLASS</td>
<td></td>
</tr>
<tr>
<td>October 26</td>
<td>Teaching Math</td>
<td>Chapter 12&lt;br&gt;Article Presentations: Assessing Math</td>
</tr>
<tr>
<td>November 2</td>
<td>Promoting Transition</td>
<td>Chapter 14&lt;br&gt;Quiz #3 (Math Instruct. Game)</td>
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<tr>
<td></td>
<td>Article Presentations: Teaching Math</td>
<td></td>
</tr>
<tr>
<td>November 9</td>
<td>Language Development, Teaching Reading, Teaching Written Expression</td>
<td>Chapter 6, Chapter 8, Chapter 10&lt;br&gt;Article Presentations: Transition</td>
</tr>
<tr>
<td>November 16</td>
<td>Teaching Learning Strategies, Content, and Study Skills</td>
<td>Chapter 13&lt;br&gt;Setting Demand Assessment Due</td>
</tr>
<tr>
<td>November 23</td>
<td>Promoting Social, Emotional, and Behavioral Development</td>
<td>Chapter 5&lt;br&gt;Article Presentations: Learning Strategies</td>
</tr>
<tr>
<td>November 30</td>
<td><strong>Differentiated Lesson Presentations</strong></td>
<td>Chapter 14&lt;br&gt;Differentiated Instructional Unit Due</td>
</tr>
<tr>
<td>December 7</td>
<td><strong>Differentiated Lesson Presentations</strong></td>
<td>Review for Final</td>
</tr>
<tr>
<td>December 16</td>
<td>FINAL EXAM – 4:00-7:00 p.m.</td>
<td>WEDNESDAY</td>
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