

COURSE SYLLABUS

**EDEX 419/519: Education of Persons with Brain Injury or
Learning Disabilities
Indiana University of Pennsylvania
Department of Special Education and Clinical Services
Fall, 20xx**

Instructor: Kent Jackson, Ph.D.
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Office Hours: Monday: 1:00-3:00 and 5:00-6:00
Tuesday: 2:00-3:00
Wednesday: 2:00-3:00
By appointment

I. CATALOG DESCRIPTION:

This course focuses on major theoretical positions regarding etiology of neurological and learning disabilities, definition and identification of the population, and educational approaches. Reviews research in the field, including current issues, trends, practices, and services. (Formerly EX 454: The Brain Injured and Learning Disabled)

II. COURSE PARTICIPANTS:

This course is designed for students who are enrolled in a pre-service or graduate program of study that will lead them to employment settings involving students with learning disabilities and/or traumatic brain injury. This course is a required course for all students enrolled in the Education of Exceptional Persons program.

Semesters Taught: each regular semester and every-other summer (odd years: 01, 03, 05)

Prerequisite: Junior status or above, GPA 2.5, EX 111 and/or EX 300

Strategies Used: See Item #5: Course Requirements (below)

III. COURSE OBJECTIVES:

Students will demonstrate through verbal discussion and in writing that they have a working knowledge of:

1. knowledge and understanding of definitions, terminology, and the identification process

2. knowledge and understanding of federal and state legislation related to service delivery and program development, including PL 94-142, Section 504, PL 99-457, PL 101-476 (IDEA), PL 101-336 (ADA).
3. knowledge and understanding of characteristics of children, adolescents, and adults with learning disabilities: educational and emotional needs, motivational and learning characteristics, and vocational and career development needs
4. knowledge and understanding of research and theoretical orientations regarding etiologies and interventions
5. knowledge and understanding of current issues and trends
6. knowledge and understanding of the relevance of multicultural and linguistic diversity in identification and service delivery
7. knowledge and understanding of appropriate educational programming in the following service delivery models: instructional support, itinerant, resource, and self-contained, including transition models
8. knowledge and understanding of cognitive and learning strategies approaches
9. knowledge and understanding of designing individual and classroom behavior management plans
10. knowledge of an individual education plan and the various roles of participants in an IEP meeting
11. skill in writing a daily and weekly lesson plan
12. the ability to use task analysis and scope and sequence procedures
13. knowledge of the concepts of: levels of presentation and model/prompt/check
14. knowledge and understanding of collaborative consultation with professionals and parents
15. skill in applying formal and informal assessment data to guide instructional decision making
16. knowledge and skill in using computer software, assistive technology, and current technology to enhance learning outcomes
17. skill in utilizing various forms of technology programs and/or software (Inspiration, PowerPoint, and enhanced web browsers/editors)

IV. TEXTBOOKS:

*Boyle, J.R., Danforth, S., Shea, T.M., and Bauer, A.M. (1997). Cases in special education. Madison, WI: Brown & Benchmark.

*McCarney, S.B. & Bauer, A.B. (1995). The learning disability intervention manual. Columbia, MO: Hawthorne Educational Services.

*Lee. C. (1992). Faking it. New Hampshire: Heinemann Press.

Hallahan, D.P., Kauffman, J.M., and Lloyd, J.W. (1996). Introduction to learning disabilities. Needham Heights, MA: Allyn & Bacon.

Inspiration Software (inspiration.com)

*Required textbooks

V. COURSE REQUIREMENTS/EVALUATION:

The course will include lecture, discussion, group work, role play, simulations, and student presentations. Class participation is essential. It is therefore expected that students will attend all class sessions.

A weighting system will be used in this class to assign grades. The objectives listed above will be assessed in one of the five methods listed below. These include: exams/quizzes, a case study project, take home assignments, in class activities, and group projects. Below is the percentage each will be worth.

Exams:	40% of Total Grade
In-Class Activities:	20% of Total Grade
Inspiration Project:	10% of Total Grade
Case Study Project:	15% of Total Grade
Faking It Journal Entries	15% of Total Grade
Graduate Student Practicum:	see note below

1. Exams: Three non-cumulative exams will be given throughout the semester. They will each be approximately 100 points. The first exam will be slightly longer and have an essay question. Exams #2 and #3 will not have an essay question. The types of questions that will appear will be multiple choice, matching, and short answer.
2. In-Class Activities: Periodically throughout the semester students will be asked to complete activities during class that correspond to class lecture/discussion. The number of activities/assignments has not been determined. You must be present in class the evening the assignment/activity was completed. **DO NOT APPROACH THE INSTRUCTOR PRIOR TO CLASS AND ASK IF AN ACTIVITY IS SCHEDULED!!!** If you have an excused absence

according to the IUP Catalog you will be asked to obtain documentation of your absence. You need to make a copy of the documentation and turn it in to me during class on December 9th. Please note: since this is a three-hour night class, missing one class is the equivalent of missing three one hour classes during the day. Therefore, only one night can be made-up (if excused) during the semester. If it is determined your absence is "excused" you will be given an alternate assignment which must be completed by December 16th.

It should be noted that two "in-class" activities will actually be conducted during "out-of-class" time. These two assignments will be related to you utilizing your IUP Email address. Details about this will be shared on the first night of class. If you have difficulty with IUP Email, you can contact the Student Computing Help Desk at 724-357-2198.

3. Inspiration Project: Inspiration is a computer program that many learning support teachers (as well as others) have found to be very beneficial to helping students with LD write and organize their thoughts. You will be introduced to the program and then required to complete a project by using Inspiration. Specific requirements will be forthcoming. Your instructor understands other faculty have similar projects. What you will be doing will be tailored for students with LD. This project is meant to build on prior knowledge; however, you will not be at a disadvantage if you have never been exposed to the program.
4. Case Study Project: After certain classes you will be asked to apply the information presented to a case study. For example, once the assessment review discussion occurs in class, you will then be required to review a case study and then recommend some assessments you feel should be administered.
5. Faking-It Journals: As reading material is assigned out of the Faking It textbook, you will be asked to respond. At times, specific questions will be provided by your instructor for you to respond to. At other times you will be asked to simply react to the assigned reading.

VI. GRADING SCALE:

Once a final percentage is computed, grades will be assigned based on the following scale:

Undergraduate Scale (EX 419):

A=100%-93%

B=92%-84%

C=83%-74%

D=73%-65%

F=64% and below

Graduate Scale (EX 519):

A=100%-93%

B=92%-84%

C=83%-74%

D=not assigned in graduate school

F=73% and below

Note for Graduate Students: Students enrolled in EX 519 will be required to complete a 20 hour pre-practicum experience in conjunction with this course. This must be completed in order to pass the course according to the EX Graduate Handbook. If the practicum cannot be completed during the current semester an incomplete will be assigned. A student who has not taken care of an incomplete by the end of the following semester will be penalized 25% of the final percentage

of the points earned in the course. In-other-words, if graduate students do not complete the pre-practicum experience they will fail the course unless they do extremely well on all components of the course. More details on requirements for the pre-practicum experience requirement will be provided during the first week of class.

Please note, graduate students will not be awarded "points" for the pre-practicum experience. Your professor firmly believes (and wants to model for students) that professionals need to be engaged in activities that will promote professional development. As graduate students you must not only learn about the most recent research and practice with respect to students with learning disabilities, you must demonstrate mastery of this skill before moving forward in your coursework. Your instructor has received "flack" from past students about this concept. I expect graduate students to challenge themselves and pose questions about relevant research and practice. This 20-hour pre-practicum will involve implementing and/or modifying the SIM model and then presenting your findings to your undergraduate colleagues in this course. If you have a concern about the pre-practicum experiences required, you are encouraged to see the instructor or the Department Chairperson (Dr. Rich Nowell) during the first week of class.

VII. LATE ASSIGNMENT POLICY:

Assignments are due at the beginning (first 15 minutes) of class on the specified date. If you are unable to attend class the day an assignment is due, you may have a fellow class member turn it in. Do **NOT** leave assignments under my office door. If this is done, you can assume I (or the custodian) will throw it in the trash. Do **NOT** do this. If you do not make it to class (or have a friend turn in your assignment) you may put the assignment in an envelope with my name on it and take it to 203 Davis. The secretary and/or student workers in the office will direct you where to place the assignment (if it is in an envelope with my name on it). Please understand it will be considered late until I obtain it personally. Simply leaving it there does not guarantee that I have received it. For example, I may not check my campus mailbox until Tuesday evening and then the assignment would be considered two days late. *In other words, assignments turned into Davis 203 will be considered late.* Ten percent of the total points available for an assignment will be deducted for each day (week day) an assignment is late. For example, if an assignment is due on Monday and it is not turned in until the following Monday then fifty percent of the total points will automatically be deducted. Exceptions to this rule are few and far between. Do not take chances, hand in assignments on time!

VIII. OTHER BUSINESS:

1. I encourage, in fact **EXPECT**, everyone to contribute to class discussion. However, it is inconsiderate to carry on conversations during lecture or while someone else is speaking. If this becomes an issue, you will be asked to leave the classroom.
2. You will be held responsible for the information presented in class. If an assignment is announced and you are absent you must find a means to obtain the necessary information to complete the assignment. I will review/discuss assignments that are due for the week on Monday. The exception to this would be in-class activities.

3. You will be asked to complete in-class activities at unannounced times throughout the semester. The activities are directly related to the course content covered during the same day. Basically you will receive full credit if you are in class during the entire class period the day an in-class activity is completed. Do NOT ask me prior to class if an activity will be assigned. The activities are designed to reinforce class lecture/discussion and help you practice a particular skill. If you are absent from class on a day such an activity is completed the IUP attendance policy will be followed provided you document your excused absence.
4. All assignments that are completed outside of class (basically everything except in-class assignments) must be TYPED. Failure to do this will result in a loss of points.
5. Only individuals who have prior approval of the instructor and/or are enrolled in the course are allowed to attend class. It is inappropriate to have young children attend a college class.
6. Do NOT have any cell phones or beepers turned on during class. If a situation arises that you feel you will need to be contacted immediately, please see me prior to class and we will work out details.
7. Any student in this course who has a disability that prevents the fullest expression of your abilities should contact me privately during the first week of the course so we can discuss appropriate accommodations that need to be made to complete the course requirements.

CLASS SCHEDULE
(tentative!!!)

Week Of:

August 26:	Introduction and Laws
September 2:	No Class, Labor Day
September 9:	History of LD and Service Delivery- <i>Faking It #1 Due</i>
September 16:	Characteristics of LD, Definition, and Video
September 23:	Finish Characteristics and Review SIM- <i>Faking It #2 Due</i>
September 30:	<i>Exam #1</i> and Intro. to Inspiration Software (AT & T lab)
October 7:	Early I.D. of LD, Video, and Assessment Introduction
October 14:	Assessment Continued and Culturally Biased Tests- <i>Case Study #1 Due</i>
October 21:	Reading + FAT City- <i>Test Information Sheets & Inspiration Project Due</i>
October 28:	Math and Writing + FAT City- <i>Faking It #3 Due</i>
November 4:	<i>Exam #2</i>
November 11:	Guest Speaker and Intro. to Transition
November 18:	Transition and Self Advocacy- <i>Case Study #2 Due</i>
November 25:	No Class, Thanksgiving Break
December 2:	Transition Continued + TBI
December 9:	Complete TBI, SIM Discussions by Graduate Students- <i>Final Case S. Due</i>
December 16:	**Exam #3: 6:00-8:00 PM**

** No early final exams will be given. If your travel plans do not permit you to take the final at this time, please drop the course and plan to enroll in it during Spring 2003. I do understand this final occurs on the very last day of final's week. However, I am required to administer the exam on this date. **