

**COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education
ELD 6015: Advanced Theories and Practices in Specific Learning Disabilities**

The following are the required elements of a departmental syllabus in the College of Education.
This syllabus should be representative of EVERY section of the course offered in the department.

The College of Education CAREs

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:
www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** ELD 6015
2. **Course Title:** Advanced Theories and Practices in Specific Learning Disabilities
3. **Regular Instructor(s):** Dr. Michael Churton
Dr. David Allsopp
Dr. Phyllis Jones
4. **Course Prerequisites (if any):** Graduate standing and an introductory course in exceptional child education
5. **Course Description:**
Various conceptual and/or theoretical models are reviewed; current trends and issues related to education of children with specific learning disabilities.
6. **Course Goals:**
Upon completion of this course, students will be able to:
 - 1.0 Describe and discuss the history of the field of learning disabilities.
 - 2.0 Describe and discuss the evolution and current definition of learning disabilities.
 - 3.0 Define and describe assessment procedures used with students with learning disabilities.
 - 4.0 Describe and discuss the characteristics of students with and without learning disabilities.
 - 5.0 Describe and discuss the impact of different theories of learning disabilities upon assessment, intervention, and instruction.
 - 6.0 Describe and discuss instructional strategies and design for students with learning disabilities.
 - 7.0 Use the internet to conduct literature searches and to obtain other forms of information from data bases provided by professional organizations, advocacy groups, teacher support Internet sites, etc.

7. Course Objectives &/or Content Outline:

<p>1.0 Describe and discuss the history of the field of Learning Disabilities.</p> <ul style="list-style-type: none">1.1 Describe the historical development of the field of learning disabilities.1.2 Articulate the disciplinary influences of fields such as medicine, psychology, and neuropsychology.1.3 Identify key researchers and personalities within the primary disciplines and education/ special education who contributed to the shaping of the field.1.4 Describe the basic features of early brain specialization research and its impact on the emergence of the field.1.5 Describe the work of those educational scholars whose efforts provided the bridge from medical research, diagnosis, and treatment to educational intervention.1.6 Describe the events and personalities that gave birth to the learning disabilities movement in education.1.7 Describe the role of federal legislation in the development of the field.1.8 Articulate the factors associated with the exponential growth in the population of children served under the LD label between 1974 and the 1990s.1.9 Explain the impact of neuropsychological research on theory, assessment, and intervention.1.10 Describe and summarize key features of LD marker and subtyping research.
<p>2.0 Describe and discuss the evolution and current definition of Learning Disabilities.</p> <ul style="list-style-type: none">2.1 Identify some of the earliest terminologies used to describe what is known today as learning disabilities.2.2 Articulate the reasons behind the acceptance or rejection of specific terminologies during the early developmental years of the field.2.3 Describe the efforts to define Learning Disabilities between 1964 and 1997.2.4 Identify the key differences in the various definitions offered across time.2.5 Describe the characteristics of children with Learning Disabilities.2.6 Articulate the special role of parental and professional advocacy in the institutionalization of the learning disabilities category.
<p>3.0 Define and describe assessment procedures used with students with learning disabilities.</p> <ul style="list-style-type: none">3.1 Describe the dominant approaches to assessment and diagnosis in educational settings.3.2 Describe examples of approaches to assessment and diagnosis in clinical and medical settings.3.3 Explain the practice of using discrepancy formulas to identify and place students.3.4 Critically appraise the usefulness/validity of discrepancy formulas in identification and placement.3.5 Assess challenges in identification, placement, and intervention from a multicultural perspective.
<p>4.0 Describe and discuss the characteristics of students with and without learning disabilities.</p> <ul style="list-style-type: none">4.1 Describe and summarize key features associated with other major conditions typically considered along with learning disabilities: Attention Deficit Disorder; Attention Deficit Hyperactivity Disorder.4.2 Explain the issues entailed in the debate over the recognition of ADHD as a

distinct special needs category.
<p>5.0 Describe and discuss the impact of different theories of learning disabilities upon assessment, intervention, and instruction.</p> <p>5.1 Explain the impact of cognitive developmental and cognitive information processing theories on assessment, intervention, and instruction.</p> <p>5.2 Explain the impact of behaviorist theories on intervention and instruction.</p> <p>5.3 Explain the impact of integrative cognitive-behavioral theories on intervention and instruction.</p>
<p>6.0 Describe and discuss instructional strategies and design for students with learning disabilities.</p> <p>6.1 Describe the goals and key features of cognitive and metacognitive strategy instruction.</p> <p>6.2 Describe the goals and key features of social skills training.</p> <p>6.3 Describe the goals and key features of study skills and test-taking strategy training.</p> <p>6.4 Describe the goals and key features of interventions emphasizing interpersonal and social problem solving.</p> <p>6.5 Articulate central principles in the design of general instruction to meet the needs of all children, including those with learning disabilities.</p>
<p>7.0 Use the internet to conduct literature searches and to obtain other forms of information from data bases provided by professional organizations, advocacy groups, teacher support Internet sites, etc.</p> <p>7.1 Instructional and information technology in learning disabilities.</p> <p>7.2 Computer assisted instruction</p> <p>7.3 The Internet as the teacher's information technology.</p> <p>7.4 Technological tools for research.</p>

8. **Evaluation of Student Outcomes:**

[Note to instructor – Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). No Program Key Assessment for this course.] The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

- Assessment of course readings and class discussions
- In-class activities
- Student products
- Quizzes/Exams
- Article research

Article Research:

Students will read four (4) articles from recent (2000 or later) **professional journals**, examples are: *Learning Disabilities Research and Practice*, *Journal of Learning Disabilities*, *Exceptional Children*, *Adolescence*, *Child Development*, *Journal of Clinical Child Psychology*, *Journal of Consulting and Clinical Psychology*, *Journal of Applied Developmental Psychology*, *Journal of Research on Adolescence*, *Journal of Youth and Adolescence* or others. A typewritten, double-spaced response not exceeding three pages will be submitted (see article response format below). The article will focus on related topics in Learning Disabilities (see Tentative Schedule for topics and due dates). Students will be expected to discuss their article in class with particular emphasis on how their article relates to class topics.

Article Response Format

1. Place your name in the top right hand corner of the paper.
2. Provide the full cite for the article in **APA** style at the top of the page after your name. Double space after the article cite and start your paper (typed and double-spaced). **NO COVER PAGES.**
3. The content of the paper should be organized as follows:
 - a. Provide a discussion of the article. What is this article about? What were some conclusions?
 - b. What information useful in the teaching or understanding of children with learning disabilities did you gather from this article?
 - c. Give some **specific** examples on how you might use that information in the classroom or in your further studies?
 - d. What further questions about this topic do you have, as a result of reading this article?
4. Attach a copy of your article to the finished paper.

9. Grading System:

Grades will be determined based on the following scale:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 65% - 69%

F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

No grade below "C" will be accepted toward a graduate degree. This includes C-grades.

Grading Criteria:

*A satisfactory level of proficiency in written work is expected and a grading component for all assignments will be the quality of written expression. This includes proper spelling, punctuation, syntax, format, and presentation (e.g. printer cartridge lines left by old printer cartridges and multiple pages turned in unstapled are not acceptable!). Excessive problems with written expression may result in receiving a failing grade on individual written assignments.

10. Recommended Texts and/or Readings:

Hallahan, D.P., Lloyd, J.W., Kauffman, J.M., Weiss, M.P., & Martinez, E.A. (2004). *Learning Disabilities: Foundations, Characteristics, and Effective Teaching* (3rd ed.). Boston: Allyn & Bacon.

Readings:

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston: Allyn & Bacon.

Choate, J. S. (2004). *Successful inclusive teaching* (4th ed.). Boston: Pearson.

Ellis, A. K., & Fouts, J. T. (1997). *Research on educational innovations*. Larchmont, NY: Eye on Education.

- Freund, L., & Rich, R. (2005). *Teaching students with learning problems in the inclusive classroom*. Upper Saddle River, NJ: Merrill.
- Friend, M., & Bursuck, W. D. (2002). *Including students with special needs*. Boston: Allyn & Bacon.
- Gersten, R., Morvant, M., Brengelman, S. (1995). Close to the classroom is close to the bone: Coaching as a means to translate research into classroom practice. *Exceptional Children, 62*, 52-66.
- Haberman, M. (1993). Predicting the success of urban teachers (the Milwaukee trials). *Action in Teacher Education, 15*(3), 1-5.
- Haberman, M. (1995a). Selecting 'star' teachers for children and youth in urban poverty. *Phi Delta Kappan, 76*, 777-781.
- Haberman, M. (1995b). *Star teachers of children in poverty*. Lafayette, IN: Kappa Delta Pi.
- Haager, D., & Klinger, J. K. (2005). *Differentiating instruction in inclusive classrooms*. Boston: Allyn & Bacon.
- Kameenui, E. J., & Carnine, D. W. (1998). *Effective teaching strategies that accommodate diverse learners*. Upper Saddle River, NJ: Merrill.
- Klinger, J. K., Vaughn, S., Hughes, M. T., & Arguelles, M. E. (1999). Sustaining research-based practices in reading: A three year follow-up. *Remedial and Special Education, 20*, 263-274, 287.
- Lenz, B. K., & Deshler, D. D. with Kissam, B. R. (2004). *Teaching content to all: Evidence-based inclusive practices in middle and secondary school*. Boston: Allyn & Bacon.
- Lovitt, T. C., & Higgins, A. K. (1996). The gap: Research into practice. *Teaching Exceptional Children, 28*(2), 64-68.
- Marchand-Martella, N. E., Slocum, T. A., Martella, R. C. (2004). *Introduction to direct instruction*. Boston: Allyn & Bacon.
- Mercer, C. D., & Mercer, A. R. (1998). *Teaching students with learning problems*. Upper Saddle River, NJ: Merrill.
- Polloway, E. A., Patton, J. R., & Serna, L. (2001). *Strategies for teaching learners with special needs*. Upper Saddle River, NJ: Merrill.
- Spencer, J. S. (1998). *Effective mainstreaming: Creating inclusive classrooms*. Upper Saddle River, NJ: Merrill.
- Vaughn, S., Klinger, J., & Hughes, M. (2000). Sustainability of research-based practices. *Exceptional Children, 66*, 163-171.
- Warby, D. B., Greene, M. T., Higgins, K., & Lovitt, T. C. (1999). Suggestions for translating research into classroom practices. *Intervention in School and Clinic, 34*, 205-211, 223).

11. Attendance and Other Class Policies, if applicable:

Students are expected to attend all scheduled classes (no cut policy).

Expectations for Course Participation: Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

12. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

13. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

14. Web Portal Information:

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

15. Academic Dishonesty:

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension,

or expulsion from the University. A student who receives an “FF” grade may not use the university’s Grade Forgiveness Policy if the course is subsequently repeated. An “FF” grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student’s registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student’s transcript with the formal notation: Dismissed for Academic Dishonesty.

Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

16. Academic Disruption:

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing, a grade of “F” will be shown on the student record. Particularly serious instances of disruption of the academic process may result in suspension or permanent expulsion from the University.

DEPARTMENTAL COURSE SYLLABUS
Attachment I
MATRIX

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework [COE]
<p>1.0 Describe and discuss the history of the field of Learning Disabilities.</p> <p>1.1 Describe the historical development of the field of learning disabilities.</p> <p>1.2 Articulate the disciplinary influences of fields such as medicine, psychology, and neuropsychology.</p> <p>1.3 Identify key researchers and personalities within the primary disciplines and education/ special education who contributed to the shaping of the field.</p> <p>1.4 Describe the basic features of early brain specialization research and its impact on the emergence of the field.</p> <p>1.5 Describe the work of those educational scholars whose efforts provided the bridge from medical research, diagnosis, and treatment to educational intervention.</p> <p>1.6 Describe the events and personalities that gave birth to the learning disabilities movement in education.</p> <p>1.7 Describe the role of federal legislation in the development of the field.</p> <p>1.8 Articulate the factors associated with the exponential growth in the population of children served under the LD label between</p>	<p>a. Place field's development in context of medical/physiological research in class discussions, tests, papers.</p> <p>b. Reflection activities requiring students to assess their pre-course knowledge relative to new information.</p> <p>c. Trace in discussion, group tasks, and tests, the disciplinary affiliations of the early leaders.</p> <p>d. Group brainstorming and information webbing activities</p> <p>e. Performance on tests.</p> <p>f. Class discussions</p>	<p>NBPTS #1, #2, #5, #6, #7, #8, #10, #11, #13 COE #1, #2, #4, #6</p>

<p>1974 and the 1990s.</p> <p>1.9 Explain the impact of neuropsychological research on theory, assessment, and intervention.</p> <p>1.10 Describe and summarize key features of LD marker and subtyping research.</p>	<p>g. Papers</p> <p>h. Critical reflections.</p> <p>i. Group-based information webbing</p>	
<p>2.0 Describe and discuss the evolution, current and future definitions of Learning Disabilities.</p> <p>2.1 Identify some of the earliest terminologies used to describe what is known today as learning disabilities.</p> <p>2.2 Articulate the reasons behind the acceptance or rejection of specific terminologies during the early developmental years of the field.</p> <p>2.3 Describe the efforts to define Learning Disabilities between 1964 and 1997.</p> <p>2.4 Identify the key differences in the various definitions offered across time.</p> <p>2.5 Describe the social, emotional, medical, physical characteristics of children with Learning Disabilities.</p> <p>2.6 Articulate the special role of parental and professional advocacy in the institutionalization of the learning disabilities category.</p> <p>2.7 Describe the impact of medicine (medication) and nutrition in defining learning disabilities</p>	<p>a. group brainstorming and information webbing activities.</p> <p>b. role-play of various positions.</p> <p>c. class/group discussions</p> <p>d. papers</p>	<p>NBPTS #2, #5, #6, #7</p> <p>COE #2, #6</p>
<p>3.0 Define and describe assessment procedures used with students with learning disabilities.</p> <p>3.1 Describe the dominant approaches to assessment and diagnosis in educational settings.</p> <p>3.2 Describe examples of approaches to assessment and diagnosis in clinical and medical settings.</p> <p>3.3 Explain the practice of using discrepancy formulas to identify and place students.</p> <p>3.4 Critically appraise the usefulness/validity of discrepancy formulas in identification and placement.</p>	<p>a. class/group debates</p> <p>b. class/group appraisal activities.</p> <p>c. tests</p> <p>d. papers</p> <p>e. dialogue and critical reflection</p>	<p>NBPTS #2, #4, #5, #6, #7, #8, #9, #10</p> <p>COE #2, #5, #6</p>

<p>3.5 Assess challenges in identification, placement; and intervention from a multicultural perspective.</p> <p>3.6 Discuss factors that have contributed to the over-representation of culturally and linguistically diverse individuals</p>		
<p>4.0 Describe and discuss the characteristics of students with and without learning disabilities.</p> <p>4.1 Describe and summarize key features associated with other major conditions typically considered along with learning disabilities: Attention Deficit Disorder; Attention Deficit Hyperactivity Disorder.</p> <p>4.2 Explain the issues entailed in the debate over the recognition of ADHD as a distinct special needs category.</p> <p>4.3 Describe the social emotional aspects of having a learning disability</p>	<p>a. class/group discussions</p> <p>b. group-based information webbing</p> <p>c. tests</p> <p>d. papers</p> <p>e. critical analysis within groups</p>	<p>NBPTS #2, #3, #5, #6, #7, #12, #14</p> <p>COE #1, #2, #6</p>
<p>5.0 Describe and discuss the impact of different theories of learning disabilities upon assessment, intervention, and instruction.</p> <p>5.1 Explain the impact of cognitive developmental and cognitive information processing (perception, memory, comprehension, and listening) on assessment, intervention, and instruction.</p> <p>5.2 Explain the impact of behaviorist theories on intervention and instruction.</p> <p>5.3 Explain the impact of integrative cognitive-behavioral theories on intervention and instruction.</p>	<p>a. Class/group discussions</p> <p>b. papers</p> <p>c. tests</p>	<p>NBPTS #1, #2, #5, #6, #7, #8</p> <p>COE #2, #6</p>
<p>6.0 Describe and discuss instructional strategies and designs for students with learning disabilities.</p> <p>6.1 Describe the goals and key features of cognitive and metacognitive strategy</p>	<p>a. Practical demonstrations of metacognitive skills.</p> <p>b. Papers</p>	<p>NBPTS #2, #5, #6, #7</p> <p>COE #2</p>

<p>instruction.</p> <p>6.2 Describe the goals and key features of social skills training.</p> <p>6.3 Describe the goals and key features of study skills and test-taking strategy training.</p> <p>6.4 Describe the goals and key features of interventions emphasizing interpersonal and social problem solving.</p> <p>6.5 Articulate central principles in the design of general instruction to meet the needs of all children, including those with learning disabilities.</p> <p>6.6 Discuss what appear to be future directions for instructing and providing services to students with learning disabilities.</p>	<p>c. Tests</p>	
<p>7.0 Use a variety of resources to conduct literature searches and to obtain other forms of information about learning disabilities and resources available to teachers, families and students</p> <p>7.1 Search data bases provided by professional organizations, advocacy groups, teacher support Internet sites, etc.</p> <p>7.2 Obtain and use instructional and information technology about learning disabilities.</p> <p>7.3 Computer assisted instruction</p> <p>7.4 The Internet as the teacher's information technology ally.</p> <p>7.5 Technological tools for research.</p> <p>7.6 Professional organizations and consumer groups</p> <p>7.7 Publications and professional meetings</p>	<p>a. Assigned technology use tasks requiring students to obtain research and other information from the Internet.</p> <p>b. Tests</p>	<p>NBPTS #2, #3, #5, #6, #7, #9, #11</p> <p>COE #2, #3</p>