

COURSE NUMBER: SES 655
COURSE TITLE: Seminar in Learning Disabilities
CREDITS: Three semester hours

PREREQUISITES/COREQUISITES:

None

FOR WHOM PLANNED:

This course is the first in the core sequence for individuals with teacher licensure seeking add-on licensure in the area of learning disabilities.

INSTRUCTOR INFORMATION: (varies)
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CATALOG DESCRIPTION:

This course addresses the history of LD, characteristics of learners with LD across the lifespan, legislative and legal issues for the LD field, and services and interventions for these individuals.

COURSE OBJECTIVES:

At the conclusion of the course students are able to

1. Describe the history and growth of the field of learning disabilities including the major phases the field's evolution.
2. Describe the major concepts or "themes" that have characterized the development of the learning disabilities field.
3. Define what a learning disability is and explain the impact that this disability may have on an individual's school performance, social skills, and functioning in both school and non-school settings throughout the lifespan.
4. Differentiate between students with learning disabilities and students with other special needs who have difficulty learning but who do not have LD.
5. Cite and describe the common elements of the primary definitions of learning disabilities.

6. Describe the proposed primary causes of learning disabilities and the extent that research and the literature support these causes
7. Describe the basic cognitive areas (or the specific learning disability areas) in which a learning disability can occur and describe how a specific learning disability can have a second order effect on learning and instruction.
8. State the prevalence rate for learning disabilities and identify and discuss the reasons that the prevalence rate has been increasing.
9. Discuss hypotheses that attempt to explain the disproportionate representation of males and some racial/ethnic groups as learning disabled.
10. Given a description of a student with learning disabilities, describe the student's specific learning disabilities and discuss the impact these disabilities will have on the student's academic achievement and adjustment in school.
11. Describe the program components that need to be in place to provide an appropriate and comprehensive educational program for students with Learning disabilities.
12. Describe the assessment, identification and placement process for identifying a student as LD in the public schools.
13. Outline federal and North Carolina legislation pertaining to learning disabilities, including the development of individualized education plans (IEPs).
14. Explain the interface between the study of learning disabilities and the field of medicine.
15. Describe the clinical teaching process and demonstrate the skills teachers of effective clinical teaching.
16. Describe the following theories as they pertain to designing, delivering, and evaluating services for students with LD: developmental, behavioral, cognitive/information processing, and metacognitive/learning strategies theories.
17. Describe the current general status of the relationship between parents of students with LD and schools.

18. Summarize critical trends and issues facing the field of LD

TEACHING STRATEGIES:

Course instruction will be provided on-line through Blackboard (bb) lectures, discussions, and interactive media exercises as well as through assigned work with students with LD, review of professional literature, and textbook readings.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS:

Students will be evaluated based on the following:

1. Exams

Two examinations, one a mid-term and one at the conclusion of the course, will be administered. .

2. Course Projects

Two “hands on” projects providing experience in working with students with LD are required. The projects and guidelines are described in the projects assignments section of the course.

3. Forum Participation

At least one discussion question will be posted for each unit of the course. Participants are expected to respond to the question using the information in the recommended readings and unit resources.

REQUIRED TEXTS/READINGS/REFERENCES:

Textbook

Hallahan, D. P., Kauffman, J. M., & Lloyd, J. W. (1999). Introduction to learning disabilities (2nd edition). Boston: Allyn and Bacon.

Other Reading Assignments

Other readings from the recent professional literature such as these:

Colarusso, R. P., Keel, M. C., & Dangel, H. L. (2001). A comparison of eligibility criteria and their impact on minority representation in LD programs. Learning Disabilities: Research and Practice, 16, 1-7.

- Ferri, B. A., Keefe, C. H., & Gregg, N. (2001). Teachers with learning disabilities: A view from both sides of the desk. Journal of Learning Disabilities, 34,22-32.
- Fujura, G. T., & Yamaki, K. (2000). Trends in demography of childhood poverty and disability. Exceptional Children, 66, 187-200.
- Limbos, M. M., & Geva, E. (2001). Accuracy of teacher assessments of second-language students at risk for reading disability. Journal of Learning Disabilities, 34,136-151.
- Molina, B. S. G., & Pelham, W. E. (2001). Substance us, substance abuse, and LD among adolescents with a childhood history of ADHD. Journal of Learning Disabilities, 34, 333-342.
- Vaughn, S., Gersten, R., & Chard, D. J. (2000). The underlying message in LD intervention research: Findings from research syntheses. Exceptional children, 67, 99-114.

Grading

Grades will be based on a point system, distributed at the first meeting and available on-line, that weights each assignment relative to the others. In addition, grades will be based on required participation in forum discussions, and the quality of written work.

TOPICAL OUTLINE:

<u>Unit</u>	<u>Topic</u>
1	Course introduction History of Learning Disabilities Definitions of Learning Disabilities Causes of Learning Disabilities
2	Areas of Specific Learning Disabilities Understanding Specific Learning Disabilities Prevalence & Demographics
3	Teacher Competencies Goals and Expected Competencies for SLD Students Necessary Components for Effective LD Programs The Individuals with Disabilities Education Act (IDEA)

The Assessment, Identification and Placement
Process
Medical Aspects of Learning Disabilities

- 4 Instructional Research, Theory, and Models
Clinical Teaching
Instructional Techniques: Reading, Writing, and Math
- 5 Identification and Labeling
Availability of Services
Inclusion
Accountability
Parent - School Relationships

NOTE: Since coursework is on-line and completed at student discretion, it is not appropriate to assign topics to weeks as is done in traditional course outlines.

ACADEMIC HONOR CODE:

Students in this course are expected to abide by the UNCG academic honor code. Each student is required to sign the Academic Integrity policy on all major work submitted for the course. This policy is described in the *UNCG Graduate Bulletin*.

ATTENDANCE POLICY:

Not applicable. This course is offered on-line and students complete course requirement using self-pacing.

OPTIONAL REQUIREMENTS:

Late work penalty: Students whose work is not submitted on the day and at the time it is due are subject to a minimum grade penalty of at least 10% of the point value per day late at the instructor's discretion. Work not submitted within three weeks of the due date, unless by instructor permission, will not receive credit.