



Mission Statement:

Regent University serves as a center of Christian thought and action to provide excellent education through a Biblical perspective and global context equipping Christian leaders to change the world.

COURSE SYLLABUS

**SCHOOL OF EDUCATION
EDLD 525
TEACHING HOW TO LEARN: DEVELOPING COGNITIVE COMPETENCIES LEVEL III**

SUMMER 2014

COURSE LOCATION: **ONLINE** **ON-CAMPUS**

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

SECTION 1 - OVERVIEW

YOUR INSTRUCTOR FOR THIS COURSE

Instructor: : TBD by National Institute of Learning Development (NILD)

Telephone: (757) 423-8646

Local Phone: (757) 423-8646

Fax: (757) 451-0970

E-mail: info@nild.org

Office Hours: N/A

Office Location: N/A

PERSONAL GREETING FROM THE INSTRUCTOR

NILD will assign an instructor for this course. Those who have registered for the course will receive an email 30 days prior to the course start date to announce the instructor for this course.

SHORT BIO (TO INCLUDE CREDENTIALS OF YOUR INSTRUCTOR)

TBD

BEST TIMES AND METHODS FOR CONTACTING THE PROFESSOR

TBD

INSTRUCTOR POLICY ON CELL PHONES, PAGERS, AND OTHER ELECTRONIC DEVICES

N/A

COURSE DESCRIPTION

This course will help the participant to expand their ability to incorporate cognitive function development within the NILD educational therapy techniques, effectively implement mediated learning experiences, and develop language competencies in students. In addition, participants will continue to explore the usage of psychological and educational assessments, which reveal patterns of cognitive strengths and weaknesses and gain a comprehensive understanding of Level I & II techniques. This course combines four weeks of online course work with one week of classroom instruction.

Theme Scripture:

Romans 12:2 “Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will is—His good, pleasing and perfect will.” (NASB)

LEARNING OBJECTIVES

This course will **equip** the educational therapist to more effectively implement NILD techniques by having an understanding of cognitive functions, cognitive modification ability, and mediated learning.

Upon completion of this course, students should be able to:

1. **Evaluate** the 5 core techniques in the light of cognitive functions
2. **Demonstrate** competency in the Level II techniques
3. **Develop** language competencies in students by using techniques that utilize reading comprehension and written expression
4. **Incorporate** cognitive function development within NILD educational therapy

techniques

5. **Ref ne** diagnostic and prescriptive competency
6. **Ref ne** questioning skills to stimulate oral language
7. **Further develop** the skills of pacing, transitions, and application of mediated learning
8. **Articulate** an understanding of the theoretical constructs that underlie NILD Educational Therapy™

SECTION 2 – COURSE REQUIREMENTS

COURSE REQUIREMENT

A. Prerequisites:

- Successful completion of Levels I and II training
- Participation in required NILD regional conference sessions
- Minimum educational therapy student contact of 2 years/200 hours

B. Pre-Course Preparation: Prior to attending the residency week, the educational therapist is to:

- a. Obtain course materials prior to start of online portion of course
- b. Read *Teaching How to Learn in a What to Learn Culture*. *The outline of theoretical constructs, and notes from online lectures should be brought with you to class. Further instructions will be provided during online portion of course.
- c. **Daily classroom schedule** during residency week: (Monday - Thursday 8:30am-4:30pm; Friday 8:30am – 12:00pm)
- d. **Other:**
 1. *Graduate Credit:*
NILD has arranged with Regent University an opportunity for course participants to apply to Regent University's Master's of Education Program and obtain 3 graduate credits per course upon successful completion of the NILD Level I, II and III courses. Application must be completed with Regent prior to beginning the NILD coursework. For more information, go to: <http://www.regent.edu/acad/schedu/masters-idp-ed-therapy>.
 2. *Training Requirements for NILD Professionally Certified Educational Therapist (PCET):* Successfully completing Level III training means equips the educational therapist interns to more effectively implement NILD techniques and to have a beginning understanding of the science of cognitive function. Interns may apply for certification following successful completion of Level III. Information regarding certification will be provided to the participants at the end of the course.
 3. *NILD Membership/Licensure:* Your course tuition includes a one-year NILD membership and license. Upon successful completion of the course you will automatically become an NILD member and licensed as an NILD Educational Therapist to use the NILD materials and methodology for the ensuing year. Other membership benefits include: 10% discount on all materials purchased from NILD, discounts on NILD Conferences and workshops, free subscription to NILD's "e-conference" email discussion group, a listing on NILD's Find-a-Therapist website, and more. To remain

active as an NILD Educational Therapist your NILD Membership and License will need to be renewed annually.

C. **OPTIONAL Workshops:** Only available in Virginia Beach, VA (Regent University). See NILD course application for pricing information.

1. NILD Group Math: Bridging and Extending

Following residency week is an optional ten hour workshop on Friday 1:00pm- 5pm and Saturday 9am- 4pm to equip you to be more flexible with your service delivery with an emphasis on math development in students enrolled in resource rooms or in various group settings.

- Discover the foundational math concepts that every student must know
 - Recognize the stages of number development
- Learn fun activities that develop number sense
- Learn how to motivate a reluctant student who is afraid of math
- Come and learn how to create dynamic math activities that develop foundational mathematic concepts and strengthen math confidence in your students
- There is an additional cost but no additional materials are required (see Course Application).

PREREQUISITE: Successful completion of NILD Level I Course

2. Woodcock-Johnson III: Following residency week is an optional ten hour workshop on Friday 1:00pm- 5pm and Saturday 9am- 4pm. This workshop is designed to provide experienced NILD educational therapists training in administration, scoring and interpretation of the WJIII Tests of Achievement. The content focuses on theoretical background, technical overview, basal and ceiling rules, computing raw scores, obtaining estimated and grade-equivalent scores, administration of new tests, using Compuscore and Profles Program and building examiner competency. Included are practice exercises, interpretive options, test observations checklist, examiner training checklist, and a case study.

PREREQUISITE: Successful completion of NILD Level I course and a Bachelor's degree.

REQUIRED COURSE MATERIALS

Students are responsible for acquiring the following books and materials for this course **by the time the course begins:**

Available from Outside Suppliers:

- *Speech to Print, Language Essentials for Teachers*, 2nd Edition (2010), Louisa Cook Moats, Ed.D. Paul H. Brookes Publishing Company. ISBN: 978-1-59857-050-2. Available at: www.amazon.com.
- *Educational Therapy In Action: Behind And Beyond The Office Door*, 1st Edition (2011), Dorothy Fink Ungerleider. ISBN: 978-0-415-88885-1. Available at: www.amazon.com.
- *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential*, Mentis & Dunn-Bernstein, 2nd Edition (2008). Corwin Press. ISBN: 978-1-4129-5070-1. Available: www.amazon.com.
- Wordly Wise 3000® 2nd Edition Student Book 6 (item# 2824-W1), or 3rd Edition Student Book 6 (item#7606-W1). Available at: <http://eps.schoolspecialty.com/>

- Analogies 1 (item# 2225-W1), by Arthur Liebman (available at: <http://eps.schoolspecialty.com>)
- Analogies 2 (item# 2227-W1), by Arthur Liebman (available at: <http://eps.schoolspecialty.com>)
- Rules of the Game 2 (item# 2239-W1). Available at: <http://eps.schoolspecialty.com>.
- Rules of the Game 2 Answer Key (item# 2240-W1). Available at: <http://eps.schoolspecialty.com>.

To be obtained by course participants from NILD. Available at: <http://estore.nild.org>.

- *Teaching How to Learn in a What to Learn Culture*, by Dr. Kathleen Hopkins.
- *Exercises & Problems in Arithmetic* (red cover)

Books/Materials to BRING TO COURSE from prior NILD courses:	Publisher
<i>Sounds of Meaning</i>	NILD
<i>Mediating Math</i>	NILD
Sections on five core techniques from <i>Level I Manual</i>	NILD

- **Materials to bring to residency:** Some of the materials listed above are only used during the online portion of the course. Following is a complete list of the materials that **must** be brought with you to the residency portion of the course:
 - Wordly Wise 3000® 2nd Ed. Student Bk 6
 - Analogies 1
 - Analogies 2
 - Rules of the Game 2
 - Rules of the Game 2 Answer Key
 - Ex. & Problems in Arithmetic (red cover)
 - *Sounds of Meaning*
 - *Mediating Math*
 - Sections on five core techniques from *NILD Level I Manual*

The School has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

1. **Attendance and Participation:** Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The **attendance policy** and procedures are described below. When applicable, requirements for your participation in Blackboard discussions — important both for your learning and for your instructor’s evaluation of your progress in the course—are described below (see “Requirements regarding Blackboard Discussions”).
2. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by Tuesday at midnight for online session and by the day listed for the residency week. Out of fairness to

all, late assignments are penalized as described below under “**Late Assignments.**”

3. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other’s expectations—adherence to policies can positively or adversely affect a student’s grade.
4. **Writing:** All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is APA.
5. **Course Completion/Incompletes:** All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Assignments are due weekly for online portion and daily for residency portion. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of “Incomplete” will be granted only for true emergency situations, not for poor planning. The policy for grades of “Incomplete” can be found in the School of Graduate Studies *Catalog*, found online.
6. **Blackboard:** Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.
7. **Internet and Software:** You must have continuous access to a working and a dependable high-speed Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments and PowerPoint presentations.

BLACKBOARD INFORMATION AND REQUIREMENTS

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

For courses with online discussions, they will be posted in Blackboard. Unless otherwise instructed, the parameters for a student’s discussion postings are limited to five sentences or less. The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another’s postings in order to further their insight

and learning. This is an important benefit of dialogue.

If you want to share short posts of encouragement and support, use the discussion board tool for this.

Note that the expectations for quality work in the Blackboard group discussions differ from the *minimal* requirements for attendance.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

SECTION 3 – POLICIES AND PROCEDURES

COURSE PROCEDURES

Submission of Assignments

All **assignments** (unless otherwise instructed) for this course should be submitted via the “Assignment Link.” Papers should be in MS Word format (.doc or .docx). When saving your document, the file name should include your name and assignment, in that order –for example, “John Smith, Learning Styles (LSI) and DISC Inventory Essay.” When emailing your document, give your name and assignment. This makes it easy for your instructor to track your work. See the “Completing and Submitting an Assignment” section of Blackboard online tutorials for further instructions.

Every assignment must have your name on it, and, if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the “View” button in Microsoft Word.

Late Assignments

During the online portion of the course, unless otherwise specified, weekly assignments should be completed by Tuesday at midnight (EST). This includes Knowledge Surveys and Discussion Board participation. The instructor during residency week will provide the due dates for assignments as applicable.

Emailing Your Instructor

The subject line of all e-mail messages related to this course should include the course number (e.g., EDLD 525), the location of the residency portion of the course (e.g., VB, DC, DE, CA) and the name of the student (For example, SUBJECT: EDLD 515, DE, John Smith). Following these directions enables the professor to identify quickly the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.

Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS.

ATTENDANCE AND PARTICIPATION POLICY

Class participation is essential for satisfactory academic achievement. Students are responsible for knowing and meeting all course requirements including tests, assignments and dialogue participation. It is left to the individual faculty member to evaluate each student's record of attendance in arriving at a final grade.

In the event of an emergency, it may be necessary for Regent University to suspend normal operations. During this time, Regent University may opt to continue delivery of traditional classroom instruction using the Blackboard Course Management System. It is the responsibility of the student to monitor the Blackboard course site in the event of campus closure.

UNIVERSITY WITHDRAWAL

Students who wish to withdraw voluntarily from the university during a term shall meet with the dean of the school or his/her designee and secure school approval on the withdrawal form. Students must satisfy all financial obligations before leaving campus or they will not receive transcripts or be allowed to re-enroll. Grades of W (Withdrew) or WF (Withdrew Failing) shall be placed on the students' transcripts for the courses in which they were enrolled.

The grade W (Withdrew) will be posted on the transcript for all standard courses taken during the term if the student withdraws before the mid-point of the term; a grade of WF (Withdrew Failing) will be posted thereafter. Withdrawal from courses taught in non-standard formats (i.e., modular cluster courses, etc.) will result in either a W or WF on the transcript, depending on the withdrawal deadline determined by the individual school. Students who have not attended any classes for which they are registered that term, or distance students who have not participated in instructional events by the end of the add/drop period will, in accordance with university practice, be assumed to have unofficially withdrawn and will be administratively withdrawn.

For students who leave the university during the term or for students who are suspended for disciplinary reasons, a grade of W or WF will be recorded on the transcript for the courses in which the students were enrolled. The regular refund policy applies for a student suspended for disciplinary reasons.

UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university's policy on academic integrity found in both the University *Student Handbook* and School of Graduate Studies *Catalog* (<http://www.regent.edu/general/catalog/>) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of academic integrity.

SECTION 4 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that you place this Course Schedule in a convenient place and refer to it each week of the course. You need to follow it closely, as late assignments are subject to a grade reduction.

Online Assignments for each week should be completed by Tuesday at midnight (EST).

Week 1 Study

Voice over Power Point Lectures & pdf handouts and Video Vignettes:

- Brain 101 Lecture
- Information Processing Lecture
- First Year Student DVD

Week 1 Assignments

Teaching How to Learn textbook

Read (entirely) *Teaching How to Learn in a What to Learn Culture* by Kathy Hopkins. Write a 2 - 4 page paper on how you might use the ideas from this book to communicate "how to learn" principles with teachers in a school setting. Due date for this paper is the end of online Week Four.

Educational Therapy in Action textbook

Read Part I – Behind the Office Door (pgs 15-24) and Part III- Continuing Change (pgs 119-147) in *Educational Therapy in Action* by Dorothy Ungerleider. Write a 1 - 2 page personal response paper. No sources need to be cited as this is a personal response. Due date for this paper is the end of online Week Two.

Information Processing Reflections

With regard to the student in the First Year Therapy video you watched, respond to each of the questions asked by the instructor during the Information Processing lecture. Submit your work to your instructor using the link above. Bring a copy to residency week and be prepared to share with others. Please note that during the lecture, the instructor's references to "your student" is the student in the video vignette and not one of your own students.

Week 1 Knowledge Survey

Week 1 Discussion Board Question

Discuss one application idea on using the information processing model to help you mediate students during educational therapy. Please limit your response to five sentences or less and reply to two of your colleagues' posts.

Week 2 Study

Voice over Power Point Lectures & pdf handouts and Video Vignettes:

- Mediated Learning Lecture
- Developing Cognitive Functions: Linking Assessment to Practice Lecture
- Proverbs & Analogies Video Vignettes

Week 2 Assignments

Mediated Learning textbook

Read pages 115 - 193 in *Mediated Learning, Teaching, Tasks, and Tools to Unlock Cognitive Potential* by Mentis & Dunn-Bernstein. Familiarize yourself with the earlier pages in the text.

Psychoeducational Testing & Cognitive Functions

Examine a current student's psychoeducational report, look especially at the VCI, PRI, WMI, and PSI on the WISC-IV. Identify 3 cognitive functions you will focus on developing during your educational therapy sessions. Please select one cognitive function in each of the phases of the mental act (Input, Elaboration, and Output.) List your selection of cognitive functions in a bulleted format and which NILD techniques you will use to develop these specific thinking actions. Be sure to include any student diagnosis from the psychoeducational report, the WISC FSIQ, and specific index scores for reference. Only provide the first initial, gender and age of student but no other confidential information.

Reading Articles

Autism Spectrum Disorder – Jon Mason, M.D

Testing the Waters with an Adult Stroke Victim – Carole Adams, M.Ed

Analogical Reasoning & Proverb Comprehension – Gail Collins, Ed.D

Research Article Paper

Write a 1-2 page paper addressing how research found in a peer-reviewed journal is related to your practice as an educational therapist.

Video Vignettes

Watch the Proverbs and Analogies demonstrations and complete the therapy observation form while observing these techniques. Practice these techniques with a student and write down any questions you may have to be discussed during residency week.

Week 2 Knowledge Survey

Week 2 Discussion Board Question

Identify one cognitive function that can be developed through Proverbs and one cognitive function that can be developed through Analogies and discuss how you would mediate the development of these thinking actions.

Assignments Due at end of Week 2 that were assigned in prior weeks:

- *Educational Therapy in Action* 1 – 2 page paper assigned in Week 1.

Week 3 Study

Voice over Power Point Lectures & pdf handouts and Video Vignettes:

- Morphology Lecture
- Educational Theories Lecture
- Oral Reading, Above Level Reading, Grammar and Sounds of Meaning Video Vignettes

Week 3 Assignments

Theoretical Constructs Research Project

Begin researching three theorists, Piaget, Vygotsky and Feuerstein. Identify similarities in their theories as well as differences. Submit a rough draft of your research to your instructor on or before the end of Week Four of the online portion of this course. Compare and contrast their theories, then select ONE upon which to focus more in-depth study. Include the name of the theorist you wish to focus upon at the end of your rough draft 3-5 page paper (bulleted/outline form is acceptable) and the reasons you selected him. At residency week you will be assigned to a group to prepare a presentation of the theorist you selected. This will be your final assignment. There will be no final formal paper but you will need to bring the data (including your rough draft) you have collected on the theorist to contribute to the group presentation.

Speech to Print textbook

Read Chapters 4 – 8 in *Speech to Print* by Dr. Louisa Moats. Write a 1 - 2 page paper in which you describe a lesson with a student that engages the use of morphemes. Due date for this paper is the end of online Week Four.

Reading Article

Questioning: Vygotsky's Social Development Theory – Joni Hanna, M.Ed
Theories of Learning: Implications for Teaching, by Janet Lerner & Beverly Johns.

Video Vignettes

Watch the Oral Reading, Above Level Reading, Grammar and Sounds of Meaning demonstrations and complete the therapy observation form while observing these techniques. Practice these techniques with a student and write down any questions you may have to be discussed during residency week.

Week 3 Knowledge Survey

Week 3 Discussion Board Question

Explain a new thought that you had while listening to the lecture on morphemes and share with your colleagues ways you will use morphology in your sessions.

Week 4 Study

Voice over Power Point Lectures & pdf handouts and Video Vignettes:

- Mediating Math – The Cognitive Domain Lecture
- Tangrams Video Vignette

Week 4 Assignments

Math Reflection Paper

Read *Math Block: A Strong Conceptual Foundation for Mathematical Reasoning* by Sue Hutchison, Ed. D., and write a one page reflection paper

Reading Article

Pythagoras and Tangrams – Vesta Gillette, M.Ed

Research Articles

Read the following articles on NILD Research:

- A Study on the Effect of Interactive Language in the Stimulation of Cognitive Functions for Students with Learning Disabilities – Kathy Hopkins, Ed.D.
- Voices Heard in Educational Therapy an Analytic Description of Questions Asked and Answered – Sue Hutchison, Ed.D.
- Effects of National Institute for Learning Development Educational Therapy for Students with Learning Differences – Kathy Keafer, Ed.D.
- An Analysis of Rx for Discovery Reading® for Elementary Students Below Grade Level in Reading – Susan Stanley, Ed.D.
- Small Group Versus 1 on 1 Educational Therapy for Struggling Readers and Writers - Connie Cawthorne, Ed.D.

Video Vignettes

Watch the Tangrams demonstration and complete the therapy observation form while observing this technique. Practice this technique with a student and write down any questions you may have to be discussed during residency week.

Week 4 Knowledge Survey

Week 4 Discussion Board Question

Give specific examples of how you can develop the cognitive function of self-regulation in math block. Please limit your responses to five sentences or less.

Assignments Due at end of Week 4 that were assigned in prior weeks:

- Theoretical Constructs 3 – 5 page rough draft assigned in Week 3.
- *Speech to Print* 1 - 2 page paper assigned in Week 3.

Assignments to complete and bring to Residency Week

- *Information Processing Reflections* (assigned in Week 1): Responses to the Information Processing Lecture to include informal notes to be shared in class.
- Rough draft of *Theoretical Constructs Research* paper
- Completed Observations Forms
 - Proverbs and Analogies observation form assigned in Week 2
 - Oral Reading, Above Level Reading, Grammar and Sounds of Meaning observation form assigned in Week 3
 - Tangrams observation form assigned in Week 4

Residency Week Schedule:

Monday: SCM/MLE

Seven Parameter of Thinking Lecture
 Cognitive Functions & 5 Core Techniques
 Instructor Demonstration of 5 Core Techniques
 Proverbs, Analogies & Tangrams
 Level II Technique Review – Pythagoras, Square Puzzles, Design Tiles

Tuesday: Questioning & Reading

Questioning Lecture
 Reading Comprehension Lecture
 Oral Reading & Above Level Reading
 Sounds of Meaning
 Level II Technique Review – Sounds of Reading, Memory Cards

Wednesday: Written Expression & Math

Grammar
 Compositions, revisions and editing
 Mediating Mathematics- Application to Math Block Lecture
 Level II Technique Review – Math Block II

Thursday: Level III Demonstrations & Theoretical Constructs

Friday: Testing Reminders & NILD services

Initial and Annual Testing Recommendations
 Program Dismissal Criteria
 NILD Services

METHOD OF EVALUATION

The final grade for the course will reflect mastery of course content and quality of thought as expressed final grades for these four categories:

- Distance assignments – 35%
- Theoretical constructs (research project) – 15%
- Class participation – 10%
- Technique proficiency – 40%

Distance assignments: There are five papers, three additional assignments and four Knowledge Surveys. The “Class participation” grade consists of Discussion Board participation and residency participation.

Grades are determined using a scale of 0 – 100 for each assignment. The instructor will record participant’s grades in the Blackboard grade center. Individual assignment scores are automatically weighted according to the percentages reflected on the course syllabus to determine a participant’s final grade. Participants may view their grades in Blackboard at any time during the course. (Please note that grades are required to be inputted into the Blackboard grade center for all participants regardless of whether they are seeking graduate credit or not. Grades for the Knowledge Surveys are automatically entered by Blackboard and the course instructor manually enters in Blackboard grades for all other assignments.

Distance assignments – 35%

Five papers at 100 points each (4% each of Final Grade)

- Hopkins paper (week 1)
- Ungerleider paper (week 1)
- Research Article Paper (week 2)
- Moats Morpheme Paper (week 3)
- Math Reflection paper (week 4)

Three other online assignments at 100 points each

- Info Processing pages (week 1) – 3% of FINAL grade
- Linking Cognitive Functions to Assessment Response (week 2) – 3% of FINAL grade
- Theoretical Constructs Research Draft (Week 3) – 5% of FINAL grade

Four Knowledge Surveys at 100 points each

- Each weekly KS contributes to 1% of FINAL grade

Theoretical Constructs Research Project (100 points) - 15%

Technique proficiency (100 points) - 40%

Class Participation – 10%

Discussion Board participation (100 points) - 5%

Residency participation (100 points) - 5%

GRADING

The following grading system is followed:

Grade	Percentage	Quality Point	Quality	Rationale & Meaning of Grade
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	Score Range	Range	Points	
A	97-100%	3.72 - 4.00	3.86	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93-96%	3.43 - 3.71	3.57	Excellent work overall, but may be lacking in relation to some aspect of the professor's expectations. Excellent content in writing assignments.
B+	89-92%	3.14-3.42	3.28	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Good content, but lacking in some areas.
B	85-88%	2.86-3.13	3.00	Good work in most areas, minor deficiency in relation to the professor's expectations regarding content, standard writing style or procedures. Attention to detail may have significantly improved the project.
B-	81-84%	2.57-2.85	2.71	Fair work in most areas: serious disregard of assignment specifications or standard writing and style procedures. Attention to written instructions may have significantly improved the project.
C+	77-80%	2.29-2.56	2.42	Passing work but in serious need of improvement in many areas, especially in regard to form, content and professor's expectations.
C	73-76%	2.00-2.28	2.14	Passing work, but in serious need of improvement in many areas, especially in regard to form, content, and assignment specifications; below professional quality standards.
F	<73%	<2.00	0	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

STUDENT COURSE EVALUATION

Students have the opportunity to provide feedback throughout the course through e-mail, telephone, and on-campus appointments. Near the end of the course, students will complete an anonymous online course evaluation form. Since the results contribute to improving course design and presentation, it is important that students be honest and constructive in their evaluations. Students will receive an e-mail reminder from the University when it is time to complete these evaluations. Please take time to provide this input. Students can access the online evaluation system at: <http://eval.regent.edu/regent/survey/students.cfm>. If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice.

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