

**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.

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**SECTION 1: COURSE OVERVIEW**

Regent University

School of

Education

**EDLD515**

**TEACHING HOW TO LEARN: DEVELOPING COGNITIVE  
COMPETENCIES LEVEL I**

Instructor: TBA by National Institute for Learning Development

(NILD) Location: N/A

Office hours: N/A

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**Communications Policy**

The best method to contact NILD is via email.

**Course Description**

This course serves to develop a foundational methodology for training students how to learn by strengthening current cognitive systems to greater efficiency. The end result for students in National Institute of Learning Development (NILD) Educational Therapy™ is significantly higher cognitive, academic, perceptual, and emotional functioning. Candidates will explore the usage of psychological and educational assessment, discovering real patterns of cognitive strengths and weakness. Candidates will gain a comprehensive understanding and utilization of the NILD Level I techniques. This course combines four weeks of online coursework with one week of classroom instruction.

**Relationship of course to Regent's Mission**

Mission: *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.*

NILD's **Teaching How to Learn: Developing Cognitive Competencies Level I** supports Regent's Mission.

**Theme Scripture:**

**Proverbs 2:2**

“Make your ear attentive to wisdom, incline your heart to understanding.” (NASB)

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## SECTION 2: COURSE REQUIREMENTS

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### COURSE LEARNING OUTCOMES

This course will equip the beginning educational therapist with the tools used to identify and assess students' learning needs, and prepare the beginning educational therapist to create and implement individual educational therapy plans utilizing the NILD techniques specific to the educational goals for individual students.

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

1. **Demonstrate** fundamental understanding of NILD philosophy and methodology.
2. **Describe** NILD's comprehensive approach of intervention that develops learning through perception, academics, cognition, and emotions.
3. **Identify** the differences between NILD methodology and tutoring.
4. **Evaluate** how improving cognitive functioning can impact reading, math, and spelling.
5. **Analyze** learning challenges to efficiently apply specific tools to develop and enhance thinking skills.
6. **Identify** the components for an effective intervention program based on the NILD Educational Therapy techniques.
7. **Determine** future intervention based on cognitive, academic, perceptual, and emotional functioning data.
8. **Outline** the importance of literacy skills in the areas of phonemic awareness, phonics, and syllabication for reading acquisition.

### PROGRAM GOALS

This course contributes to the fulfillment of the following NILD program goals:

1. To provide initial understanding of introductory techniques
2. To develop introductory level competency implementing the 5 core techniques
3. To build an initial awareness of NILD philosophy
4. To provide exposure to the characteristics of language-based learning disorders
5. To give introductory understanding of testing including:
  - a. WJ-ACH IV and WISC-V
  - b. Initial Testing - informal and formal assessment
  - c. Annual testing process, purpose, and reporting
6. To provide an initial understanding of how NILD Educational Therapy techniques can develop cognition, perception, academics, and emotional development
7. To provide an initial understanding of how reading, math, and spelling can be used to stimulate thinking
8. To provide direction for setting up a beginning program and understanding its initial relationships with home, school and NILD
9. To demonstrate NILD program efficacy and align NILD's Educational Therapy method with evidence-based, research-informed best practices
10. To introduce theories of learning to guide diagnostic and prescriptive mediation for enhancing students' thinking and learning

### COURSE PROCEDURES

**Attendance and Participation** – Full participation in all activities and assignments is expected including attendance at all residency week classes. Prior to beginning the course, observe a live or recorded NILD Educational Therapy™ session.

**Online Coursework (four weeks prior to residency)**

- Order course materials (see below) in advance of online course.
- Select a student with whom to practice techniques as they are learned.
- Have a chalkboard available for practice sessions (can be portable or tripod).
- Practice techniques and complete reading assignments as assigned.
- Complete reaction papers that require a personal response to the information read.
- Contribute to online discussions weekly.

**Residency Coursework (Monday-Thursday, 8:00am-5pm; Friday 8am-noon at designated location)**

- Work with a partner practicing and refining NILD Educational Therapy techniques.
- Complete evening assignments.
- Complete the final course assignment.

**NILD Level I Job-embedded Coaching (Ten total one-hour sessions with nine in-person and one asynchronous session from August – May)**

The NILD Level 1 training includes job-embedded coaching. Following participation in all of the job-embedded coaching sessions and at the discretion of the NILD instructor, participants will have successfully completed the requirements to be considered an NILD intern Educational Therapist.

**NILD Level I Job-embedded Coaching Schedule:**

Month	Topic	Date	Time
August	Business - how to market, get students, talk to schools	<i>To be determined by instructor</i>	<i>To be determined by instructor</i>
September	Technique Reviews – Introduce Listen Carefully MTBLS ch 11: “Multi-Modal Handwriting Instruction for Pencil and Technology Tools” pg 435-460		
October	Pacing and transitions		
November	Reading comprehension MTBLS ch 9: “Teaching Reading: Accurate Decoding” pg 338-378		
December	Math Block and enhancing Educational Therapists’ math skills MTBLS ch 13: “Math Learning Disabilities” pages 501-530 (This is a re-reading of this chapter which was also required in week 4 of online coursework.)		
January	Mediated Learning		
February	Non-cognitive factors		
March	Testing, progress monitoring, review initial testing MTBLS ch 7: “Assessment of Reading Skills” pg 258- 285		
April	Report writing and communicating student progress with teachers and parents		
May	Email summary		

**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 and to complete tests, projects, and other assignments by midnight on the dates specified by your instructor for the online session and by the day listed for the residency week on the residency week assignment page. Out of fairness to all, late assignments are penalized as described below under “**Late Assignments.**”

**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 the online portion and daily for the 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.

**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 email address current in Blackboard; they are expected to check their Regent email daily to ensure timely receipt of messages from the professor.

**Training Requirements for NILD Professionally Certified Educational Therapist™ (PCET)** --- NILD Level I training is the first step toward NILD certification. All educational therapists are expected to continue their training at a Level II course within three years. After successful completion of Level II, educational therapists are also expected to continue to Level III within three years of having taken Level II. Those trained in the NILD model will be considered educational therapist interns until reaching full certification status. Interns may apply for certification following successful completion of Level III.

**NILD Licensure** – Your course tuition includes a one-year NILD license. Upon successful completion of the course you will automatically become a licensed NILD intern Educational Therapist™ to use the NILD materials and methodology for the ensuing year. Other licensure 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, and a listing on NILD’s Find-a-Therapist website. To remain active as an NILD Educational Therapist your NILD license will need to be renewed annually.

**Graduate Credit** - NILD has arranged with Regent University an opportunity for course participants to apply to Regent University's Masters of Education Program and obtain graduate credits per course upon successful completion of each of the NILD courses - **Level I (3 credits), II (3 credits), and III (3 credits)**. The graduate credit application must be completed with Regent University prior to beginning the NILD coursework. For more information go to: <http://www.regent.edu/acad/schedu/masters-idp-ed-therapy/>. In addition, participants seeking graduate credit must complete the additional requirements for selected assignments. Details are included with each assignment and are specifically designated as the graduate credit requirements.

## Required and Supplemental Resources

Students are responsible for acquiring the following books and materials. **The required books and materials need to be acquired before the course begins.** Suppliers are listed for each resource:

- ***Learning Disabilities and Challenging Behaviors: Using the Building Blocks Model to Guide Intervention and Classroom Management***, Third Edition (2015). Mather, Nancy and Goldstein, Sam. Baltimore, MD: Paul H. Brooks Publishing Company. ISBN-13: 978-1598578362. Available at [www.amazon.com](http://www.amazon.com).
- ***Multisensory Teaching of Basic Language Skills***, 4th Edition (2018). Birsh, J. R. & Carreker, S. PaulBrookes Publishing Company. ISBN: 978-1681252261 [www.amazon.com](http://www.amazon.com)
- ***Multisensory Teaching of Basic Language Skills Activity Book***, 4th Edition (2018). Birsh, J. R. & Carreker, S. Paul H. Brooks Publishing Company. ISBN: 978-1681253084 [www.amazon.com](http://www.amazon.com)
- ***Let's Read*** (Books 3-5). ISBN: 083885302X; 083885303X; 083885304X. Available at Educators Publishing Services online store: <http://eps.schoolspecialty.com/products/details.cfm?seriesonly=5300M>.
- ***How to Spell Workbooks 2 & 3*** (1986). Laura Toby Rudginsky and Elizabeth C. Haskel, Educators Pub Service. ISBN: 9780838818503 & 9780838818527. Available at [www.amazon.com](http://www.amazon.com).
- **Lauri Toys Alphabet Avalanche:** set of 500 crepe rubber letters; item #2344; available at [www.patchproducts.com](http://www.patchproducts.com).
- **Writing Frame:** SKU: 978-0-7367-4937-4. Available from Zaner-Bloser at <https://shop.zaner-bloser.com/shop/products/28136/zaner-bloser-handwriting-writing-frame>

**Available from NILD:** The following materials may be purchased as packages at a specially discounted price or it may be purchased individually through NILD's E-store: <http://estore.nild.org>.

**The Level I Course Materials Package** includes:

- *The Blue Book Method: An Associate Key Word Approach*
- *Phonic Spelling Workbook*
- *Student Reference Sheets & Writing Exercises*
- *Teacher's Word List*
- Blue Book CD #1
- KEYWO
- *Sounds of Speech*
- *Sounds of Reading*
- *Sounds of Language*
- *A Work of His Grace* by Grace Mutzabaugh, NILD Founder
- Rhythmic Writing & Morse Code laminated cards
- Chalkholder & chalk
- Buzzer
- Square Puzzles (cards)
- Tiles (plastic puzzle pieces)
- Dictation and Copy, Book C
- Listen Carefully

**Course Manual:** You will be printing the course manual at the beginning of your online coursework. It is very important that you keep your manual organized in a convenient binder. We recommend a 1.5" three-ring binder to contain the pages of your course manual, notes, and other relevant documents. **Your course manual will become a vital resource for you, and you must bring it to residency week.** Additional materials (e.g., PowerPoint files, quizzes, media, and the like) may be found on Blackboard. Students are responsible for the information and materials distributed through Blackboard, and, for on-campus students, in class.

### Method of Evaluating Student Performance

The final grade for the course will reflect mastery of course content and quality of thought expressed.

The final grades for the course are divided into five categories:

- Online Assignments—40%
- Course Participation—20%
- Testing Assignment—5%
- Therapy Demonstration—15%
- Final Assignment (**\*GRADUATE CREDIT: Includes Action Research Paper**)—20%

There are five Distance Assignments that are graded and the Course Participation grade consists of Discussion Board participation and Residency Participation (see below).

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.

**Online Assignments** – 40% (each of the following have an 8% weight of final grade):

- *Learning Disabilities and Challenging Behaviors* reaction paper – Week 1 (100 points) **(8% for graduate students)**
- **Graduate Credit: Annotated Bibliography(100 points)—8%**
- Knowledge Survey – Week 1 (100 points) **(6% for graduate students)**
- Knowledge Survey – Week 2 (100 points) **(6% for graduate students)**
- Knowledge Survey – Week 3 (100 points) **(6% for graduate students)**
- Knowledge Survey – Week 4 (100 points) **(6% for graduate students)**

**Course Participation** – 20% (each of the following counts towards 10% of final grade)

- Online participation/engagement (100 points)
- Residency participation/engagement(100 points)

**Testing Assignment** – 5% (100 points)

**Therapy Demonstration** – 15% (100 points)

**Final Assignment** (*A Work of His Grace* paper) – 20% (100 points) **(15% - 100 points – for graduate students)**

**\*GRADUATE CREDIT: Action Research Paper – 5% (100 points)**

**Grading Scale**

<b>Grade</b>	<b>Percentage Score Range</b>	<b>Quality Points</b>	<b>Rationale &amp; Meaning of Grade</b>
A	97 - 100%	4.00	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93-96%	3.67	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%	3.33	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%	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%	2.67	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%	2.33	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	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%	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.

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## SECTION 3: POLICIES & PROCEDURES

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This section covers policies related to academic integrity, accommodations, and University policies and procedures.

### Christian Foundations of Academic Integrity

**Biblical.** Regent University affirms the Biblical commandment of “Thou shalt not steal” (Exodus 20:15). In the context of academic integrity, this must be understood in the larger framework of “Love thy neighbor as thyself,” (Matthew 22:39) as well as “Render therefore unto Caesar what are Caesar’s; and unto God what are God’s” (Matthew 22:21). Paul writes from this framework of love and respect when he says, “Pay to all what is owed them: taxes to whom taxes are owed, revenue to whom revenue is owed, respect to whom respect is owed, honor to whom honor is owed” (Romans 13:7). Each of these passages conveys the social obligation to respect the dignity of both the personhood and the property of those in society. Paul thus prescribes the Biblical standard of honest, hard work as a key to respecting each other’s personhood and property. In his letter to the Ephesians, Paul even provides counsel to those who have committed theft, stating, “Let him labor, doing honest work with his own hands, so that he may have something to share with anyone in need” (4:28). As such, the God of the Bible mandates a higher life than the world requires, a life in which Christians participate in the love and dignity God holds for himself as Father, Son, and Spirit. Indeed, even as Christ honors and acknowledges the will of his Father and the works of his Spirit, so should Christians honor and acknowledge the wills and works of those that provide opportunities to edify their minds and hearts with the knowledge and wisdom of sound scholarship. In doing so, Christians follow the Biblical precept of integrity that is founded on love and respect and enables them to learn both from one another and those outside the faith.

**Philosophical.** Regent University also affirms the necessity of recognizing the classical virtues when deriving a foundation for academic integrity, particularly the virtue of diligence. The virtues dictate that researchers should consider morality first. In other words, one’s sense of expediency must always follow from that which is right, not from that which is convenient. Cicero comments that, in order to act morally, individuals must act in a manner that prevents themselves from being placed in a position where they must choose between convenience and morality, or, stated differently, into a position where they “consider one thing to be right but not expedient, and another to be expedient but not right” (102). The virtues, therefore, require diligence in order to act morally upright – diligence to plan ahead, diligence to rationally consider the context of the moral situation, and diligence to act Biblically not just ethically. For that which is ethical to the world is never necessarily moral before Christ. (Cicero, Marcus Tullius. *On Moral Obligations*. Trans. John Higginbotham. London: Faber and Faber LTD, 1967. Print.)

**Legal.** Finally, Regent University affirms the necessity of equipping students for the reality of functioning within a society bound by laws, including copyright laws. Paul speaks clearly about a Christian’s responsibility to abide by the laws of the land. He concludes that authority is ultimately from God, so believers must work within that God-ordained system (Romans 13). Thus, in mastering the art and science of proper attribution of sources, students are participating in the Biblical tradition of exhibiting reverence for the divine institute of law as well as giving honor where honor is due.



## **Accommodations for Students with Disabilities**

The policy and intent of Regent University is to fully and completely comply with the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and the Americans with Disabilities Amendments Act of 2008, to the extent that they apply to the university. Regent University will not discriminate against another wise qualified student with a disability in the admissions process or any academic activity or program, including student-oriented services. Regent University will provide a reasonable accommodation to the known physical and mental limitations of a qualified individual with a disability, unless to do so would impose an undue hardship on the operation of the university, or unless it would fundamentally alter a degree or course requirement. Qualified students must request reasonable accommodations for disabilities through the Disability Services Coordinator in Student Services.

[http://www.regent.edu/admin/stusrv/student\\_life/disabilities.cfm](http://www.regent.edu/admin/stusrv/student_life/disabilities.cfm)

## **University Policies and Procedures**

For information about student records, privacy, and other University policies and procedures, students are directed to the most recent version of the Student Handbook located at

<http://www.regent.edu/admin/stusrv/docs/StudentHandbook.pdf>.