

Method of Evaluating Student Performance

The final grade for the course will reflect mastery of course content as well as the quality of thought expressed in the following assignment categories:

- Distance Assignments
- Class Participation
- Testing Assignment
- Technique Mastery

There are five Distance Assignments that are graded and the Class Participation grade consists of Discussion Board participation and Residency participation (see below). Every graded assignment has been given a point value. The instructor will record participant's points for each assignment in the Blackbaud grade center. Individual assignment scores are automatically added up to determine participants' final letter grade for the course (see Grading scale below, p.7). Participants may view their grades in Blackbaud at any time during the course.

Distance Assignments

- See weekly course schedules for all assignments: highlights below
- Annotated Bibliography (5 sources), Week 1 – (75 points)
- Prescriptive NILD Educational Therapy Paper, Week 2 - (75 points)
- Components Paper, Week 3 - (75 points)
- Carreker Reflection Paper, Week 4 (500-600 words) - (75 points)
- Knowledge Survey Week 1 – (25 points)
- Knowledge Survey Week 2 – (25 points)
- Knowledge Survey Week 3 – (25 points)
- Knowledge Survey Week 4 --- (25 points)

Class Participation:

- Discussion Board participation (100 points)
- Residency classroom participation (50 points)

Testing Assignment – (100 points)

Anchor Word Competency – (50 points)

Level 1 Technique Competency – (100 points)

Level 2 Technique Mastery – (200 points)

Please note that grades are required to be inputted into the Blackbaud grade center for all participants. Grades for the Knowledge Surveys are automatically entered by Blackbaud and the course instructor manually enters in Blackbaud grades for all other assignments.

Grading Scale

Grade	Percentage Score Range	Points	Rationale & Meaning of Grade
A	97---100%	970 - 1000 pts	Superior work in all areas as indicated in the professor's written expectations. Exemplary performance, participation, creativity, and writing.
A-	93---96%	930 - 960 pts	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%	890 - 920 pts	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%	850 - 880 pts	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%	810 - 840 pts	Fair work in most areas: serious disregard of assignment specifications or standard writing style and procedures. Attention to written instructions may have significantly improved the project.
C+	77---80%	770 - 800 pts	Passing work but in serious need of improvement in many areas, especially in regard to form, content, and professor's expectations.
C	73---76%	730 - 760 pts	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%	<730 pts	Failing; minimal conformity to professor's expectations; not master's quality work; requires repeat of the course and meeting with the professor and advisor.

SECTION 3: POLICIES & PROCEDURES

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

Christian Foundations of Academic Integrity

Biblical. NILD 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. NILD 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, NILD 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 NILD 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 organization. NILD will not discriminate against an otherwise qualified student with a disability in the admissions process, or any academic activity or program, including student-oriented services. NILD will provide 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 organization, or unless it would fundamentally alter a degree or course requirement.

Distance Learning Course Assignments

Week One: Thinking and Questioning, MLE

Read: Mediated Learning; Developing Questioning Skills (Lewis, 2002); A Systematic Review of Research on Questioning Skills as a High-Level Cognitive Strategy (Davoudi & Sadeghi, 2015)

Lectures: Thinking and Questioning; Mediated Learning Experience

Watch: Buzzer; Memory Cards

Review: Buzzer

New Technique: Memory Cards

Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Two: Testing and Ethics

Read: Assessment in Educational Therapy; Learning Disabilities and Challenging Behaviors

Lectures: Initial Testing; Code of Professional Conduct

Review: Rhythmic Writing

New Technique: Map

Complete: All assignments including the Knowledge Survey and Discussion Board

Week Three: Mathematics

Read: Evidence Based Practices: Applications of Concrete Representational Abstract Framework Across Math Concepts for Students with Mathematics Disabilities (Agrawal & Morin, 2006); Learning Disabilities and Challenging Behaviors

Lectures: Math Block II

Review: Square Puzzles, Math Block I

New Technique: Math Block II, Design Tiles

Complete: All assignments including the Knowledge Survey and Discussion Board Question

Week Four: Reading and Spelling

Read: Readers Who Struggle: Why Many Struggle and a Modest Proposal for Improving Their Reading (Rasinski, 2017); How Words Cast Their Spell (Joshi, Treiman, Carreker, & Moats, 2009); Multisensory Teaching of Basic Language Skills; Learning Disabilities and Challenging Behaviors

Lecture: Reading Fluency Factors

Watch: Oral and Above Level Reading

Review: Gray Matter Literacy Technique; Dictation & Copy; Moveable Alphabet

New Technique: Oral and Above Level Reading

Complete: All assignments including the Knowledge Survey and Discussion Board Question