

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.
- ***Multisensory Teaching of Basic Language Skills***, 4th Edition (2018). Birsh, J. R. & Carreker, S. PaulBrookes Publishing Company. ISBN: 978-1681252261 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
- ***Let's Read*** (Books 3-5). ISBN: 083885302X; 083885303X; 083885304X. Available at Educators Publishing Services online store: <https://eps.schoolspecialty.com/products/literacy/learning-differences/lets-read/pricing>
- ***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.
- ***JoyNote Classroom Magnetic Letters Kit 234 Pcs with Double-Side Magnet Board***: https://smile.amazon.com/gp/product/B07CL3VJQ2/ref=ppx_yo_dt_b_asin_title_o03_s00?ie=UTF8&psc=1
- **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: <https://nild.mypinnaclecart.com/>.

The Level I Course Materials Package includes:

- Gray Matter Guide: Educator
- Gray Matter Guide: Student
- SOAR 1
- SOAR 3
- Anchors Away Decks 1 & 2
- Anchor Word Booklet
- Anchor Cards
- Bingo Cards
- Sound Box
- Lesson Plans
- Pythagoras Puzzle Pieces (Wooden)
- Pythagoras Puzzle Pages
- Listen Carefully
- Dictation & Copy Book C
- Rhythmic Writing & Morse Code (laminated cards)
- Chalkholder
- Buzzer
- Square Puzzles (cards)
- Tiles (plastic puzzle pieces)
- A Work of His Grace, by Grace Mutzabaugh, NILD Founder (note: this is a digital book that will be emailed to you separately)

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 Blackbaud. Students are responsible for the information and materials distributed through Blackbaud.

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 – 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)
- Knowledge Survey – Week 1 (100 points)
- Knowledge Survey – Week 2 (100 points)
- Knowledge Survey – Week 3 (100 points)
- Knowledge Survey – Week 4 (100 points)

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)

Grading Scale

Grade	Percentage Score Range	Quality Points	Rationale & Meaning of Grade
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.

SECTION 3: POLICIES & PROCEDURES

This section covers policies related to academic integrity, accommodations, and 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 university. NILD 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. NILD 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.