

EDSP 3351
 Managing and Instructing Diverse Learners
 University of Texas at Tyler – College of Education

Course: EDSP 3351
Semester & Year: Spring 2020
Location: Online

Instructor Information

Staci M. Zolkoski, PhD

Office: BEP 241

Office Hours: Monday 9:00 a.m. – 10:30 a.m., Thursday 10:00 a.m. – 12:30 p.m., and other days by appointment

Phone: 903-565-5612

E-mail: Canvas email or szolkoski@uttyler.edu

** Please put your course and section number in your email subject line, e.g. EDUC 3351

A. Catalog Course Description

An orientation to the field of special education and student diversity, including characteristics of individuals with special needs, cultural and/or linguistic differences, gifts and talents, and appropriate services for each population. Includes effective discipline models and behavior modification principles for managing diverse student populations. **Prerequisites:** [EPSY 3340](#). **Co-requisites for Secondary Only:** EDUC 4320.

B. Student Learning Outcomes & Assessments

1. Program Objectives and Key Assessments

Program Objectives	Activity	Key Assessment	Standards Alignment
Each student in EDSP 3351 will complete a final project applying interventions and strategies to a specific learning situation.	In-class presentation	Instructor designed rubric	INTASC: 1, 2, 3, 4, 5, 7, 8

2. Course Objectives and Assessments

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
Demonstrate an understanding of the unique abilities and disabilities of groups of individuals classified as exceptional, including gifted and	Engage in small group activities	Small group discussions Quizzes and exam Final presentations	INTASC: 1,3 TES: 2(A)(ii), 2(B)(ii), 2(C)(iii)

special populations addressed in IDEA.	Examine IDEA and how it relates to each disability category Textbook readings		
Demonstrate an understanding of cultural, ethnic, and socioeconomic diversity.	Textbook readings IRIS module Class discussions	Large and small group discussions Quizzes and exam Peer and instructor feedback Final presentation	INTASC: 1, 3, 10 TES: 1(C)(i), 2(A)(ii), 2(B)(iii), 2(C)(iii)
Identify major concepts, ideas, and themes relevant to the education of individuals identified as exceptional.	Textbook and journal article readings Class discussions and activities Online activities related to exceptionalities	Large and small group discussions Quizzes and exams Peer and instructor feedback Final presentations	INTASC: 2, 3 TES: 1(C)(i), 2(B)(ii), 2(C)(iii), 5(D)(i)
Identify major legislation and political events that have affected the education of individuals with disabilities.	Textbook readings Class discussions and activities Online activities	Large and small group discussions Quizzes and exams Peer and instructor feedback Final presentation	INTASC: 1 TES: 1(C)(i), 2(A)(iii), 2(B)(ii)
Identify appropriate educational delivery systems for diverse and exceptional populations.	Textbook and article readings Examination of IEPs	Large and small group discussions IEP Activities Peer and instructor feedback	INTASC: 1, 2, 5, 6 TES: 1(B)(ii), 1(C)(i), 1(F)(i)(iii),

	Class discussions and activities Online activities	Quizzes and exams Final Presentation	2(B)(ii)(iii), 2(C)(iii)
Demonstrate strategies for establishing positive interactions between students with and without special needs.	Textbook and article readings Class discussions Online activities	Large and small group discussions Peer and instructor feedback Online activities Quizzes and exams Final presentations	INTASC: 8 TES: 4(A)(i)(ii)(iii)
Demonstrate interest in the welfare of individuals with diverse needs and recognition of society's challenge to help them realize their potential.	Textbook and article readings Large and small group discussions Online activities	Large and small group discussions Peer and instructor feedback Online activities Quizzes and exams Final presentation	INTASC: 2 TES: 1(C)(i), 1(D)(iii), 2(B)(iii), 2(C)(ii), 4(A)(i)(iii), 4(D)(iv)
Identify and assess behavioral problems.	Textbook and article readings PBIS and classroom management activities Examination of FBAs and BIPs Large and small group discussions Online activities	Large and small group discussions Peer and instructor feedback FBA and BIP activities Quizzes and exams Final Presentation	INTASC: 4,6 TES: 2(B)(ii), 5(C)(i)(ii), 5(D)(i)

<p>Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans.</p>	<p>Textbook and article readings</p> <p>Large and small group discussions</p> <p>FBA and BIP activities</p> <p>Online activities</p>	<p>Large and small group discussions</p> <p>Peer and instructor feedback</p> <p>FBA and BIP activities</p> <p>Quizzes and exams</p> <p>Final Presentation</p>	<p>INTASC: 4,6</p> <p>TES: 5(B)(i)(iii), 5(C)(i)(ii), 5(D)(i)</p>
<p>Utilize techniques of positive behavioral support, including functional behavioral assessments and behavioral intervention plans.</p>	<p>Textbook and article readings</p> <p>PBIS and classroom management activities</p> <p>Large and small group discussions</p> <p>FBA and BIP activities</p> <p>Online activities</p>	<p>Large and small group discussions</p> <p>Peer and instructor feedback</p> <p>FBA and BIP activities</p> <p>Quizzes and exams</p> <p>Final Presentation</p>	<p>INTASC: 4,6</p> <p>TES: 4(C)(i)(ii), 5(A)(ii), 5(C)(i)(ii), 5(D)(i)(ii)</p>
<p>Highlight strategies to promote socially appropriate behavior.</p>	<p>Textbook and article readings</p> <p>Large and small group discussions</p> <p>PBIS activities</p> <p>Online activities</p>	<p>Large and small group discussions</p> <p>Peer and instructor feedback</p> <p>Online activities</p> <p>Quizzes and exams</p> <p>Final presentation</p>	<p>INTASC: 1, 5, 8</p> <p>TES: 4(A)(i)(ii)(iii)</p>
<p>Recognize peer influences on behavior.</p>	<p>Textbook and article readings</p> <p>Large and small group discussions</p>	<p>Large and small group discussions</p> <p>Peer and instructor feedback</p>	<p>INTASC: 1, 5, 8</p> <p>TES: 4(A)(ii)(iii)</p>

	Online activities	Online activities Quizzes and exams Final presentation	
Acquire skills for promoting appropriate social interactions with peers and adults.	Textbook readings Large and small group discussions Online activities	Large and small group discussions Peer and instructor feedback Online activities Quizzes and exams Final presentation	INTASC: 1, 5, 6, 10 TES: 6(B)(i)

C. Evaluation and Grading

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities, assignments, quizzes, and exams.

Summary of Course Assignments:	Maximum Points
Online Activities	300 points
Teacher Interview	50 points
Final Project	200 points
Exams	200 points
Total Points Available	750 points

The last day to withdraw from courses is Monday, March 30, 2020

Grading is based on your accumulated score as a percent of the total cumulative score available. *You can keep track of your grades via Canvas.* Turnaround time for grading is one week. *It is my policy not to discuss grades via email. If you need to discuss grade issues, please schedule a time you can visit with me in my office.*

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59 & less

D. Course Policies and Guidelines

Online Assignments/Activities

Throughout the semester, a variety of online activities/assignments will be assigned. These activities are extensions of the topic discussed throughout the online modules.

Assignment Submission:

For written assignments a “page” is defined as:

- 8½” x 11” paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put your name, title of the assignment and date submitted on your paper.
- **Upload written assignments on the Canvas website under the assignment tab**

Teacher Interview

This activity will require you to interview your respective cooperating teacher. **See Appendix A for specific requirements**

Final Project

This activity will require you to use research and problem solving skills to find appropriate instructional strategies to meet a student’s academic and behavioral needs. This is a major assignment for the course and is required as part of the Phase III program.

Quizzes and Exams

These are intended to measure student comprehension of course material (lectures, handouts, class discussions, and assigned readings).

E. Teaching Strategies

The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Demonstration and case studies
- Cooperative learning
- Written assignments

F. Required Text and Related Readings

1. Murawski, W. W., & Scott, K. L. (2017). *What really works with exceptional learners*. Thousand Oaks, CA: Corwin.
2. Other readings as assigned in class.

3. Students will access class notes, assignments, grades and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas. Students are expected to regularly access Canvas to check for updates, announcements, and for any handouts to be brought to class.

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Bibliography

Darling-Hammond, L, & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world. What teachers should learn and be able to do.* San Francisco, CA: Jossey- Bass.

Mitchell, D. (2014). *What really works in special and inclusive education* (2nd edition). New York, NY: Routledge.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., Sugai, G. (2006). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-380.

Tomlinson, C.A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd edition). Alexandria, VA: ASCD.

G. Course Policies

Code of Conduct. Please see section 2.09 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor's attention any question, misunderstanding, or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on the student's grade results.

Make-up Work. There will be NO make-up activities or exams for this course unless absence is due to an emergency. Students are expected to submit relevant documentation (e.g. doctor's note) when requesting a make/up activity.

Written Assignments. Written assignments must be typed using double spaced lines and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Proofread all assignments as only

materials with minimal or no errors will receive high scores. Assignments should be typed in Times New Roman with 12-point font.

Late Assignments. It is expected that assignments be turned in on time. An assignment will be considered late if it is not turned in on the day it is due. If you do not have a working computer, you need to make arrangements to use the campus computers. Assignments should be submitted in the assignment folder on Canvas even if you are not in class. **Late assignments are not accepted unless prior arrangements have been made with the instructor 24 hours in advance.** Assignments and due dates are posted on the course syllabus.

Academic Dishonesty. To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (e.g., cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (a) the use of unauthorized materials, (b) any communication with peers during quizzes, (c) representing another's work as one's own (i.e. plagiarism), or (d) fabricating information. The professor reserves the right to determine occurrences of cheating. Additional information on Academic Dishonesty is found in the Selected University Policies section of this syllabus.

Plagiarism. Your work needs to be in your own words!! Plagiarism will be an automatic zero for an assignment and grounds for a disposition. All assignments will be submitted within the TurnItIn plagiarism software within Canvas.

- All written assignments will be submitted via the submission link that utilizes Turnitin. Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignments with a 25% or greater match will receive a grade of zero.

Canvas. Students will access class notes, assignments, grades, and course information through Canvas 8. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts. Please refer to <http://www.Canvas.uttyler.edu> for more information.

Person First Language. Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".

Teacher Candidate Dispositions. The University of Texas at Tyler School of Education has developed Teacher Candidate Disposition Assessment outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition

assessment categories are available at the UT-Tyler School of Education website: www.utt Tyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDSP 3351 will adhere to and demonstrate these teacher candidate dispositions at all times.

Safe Zone. The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.

H. Technical Information for Online Sections

- Canvas access; sound capacity; check your Patriot email daily for schedule changes or announcements.
- Technical Support: If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing itsupport@patriots.utt Tyler.edu. When you email IT support, be sure to include a complete description of your question or problem including:
 - the title and number of the course.
 - the page in question.
 - if you get an error message, a description and message number.
 - what you were doing at the time you got the error message.
- Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.
 - Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. <http://getadobe.com/reader/>
 - Java Runtime Environment (JRE) allows you to use interactive tools on the web. <http://www.java.com/en/download/>
 - Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
 - QuickTime allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>
 - Windows Media Player allows you to view, listen, and download streaming video and audio. <http://windows.microsoft.com/en-US/windows/products/windowsmedia-player>

I. Class Schedule

Class Schedule: EDSP 3351
Tentative Schedule – subject to announced changes

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence,

scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER’S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

Appendix A Teacher Interview

***You will need to find a current K-12 public school teacher to interview. **This interview should be face-to-face.** You will be required to write a report (minimum of 5 pages) on your experience.

The report should include:

- **Teacher Description.** This would include such information as: number of years teaching, number of years in current teaching position, subjects taught during teaching career and type of degree.
- **Information obtained from the teacher.** You will use the list of mandatory questions below for your teacher interview. **Do not plan for a lengthy interview, and be sensitive to feelings and emotions during the interview.**

MANDATORY QUESTIONS

- As a college student or teacher trained through an alternative certification program, what preparation did you receive in working with students with disabilities?
- What type of training does the school district/campus provide for working with students with disabilities?
- How are you made aware that a student with a disability will be in your classroom?
- In what ways do you collaborate with the special education staff on your campus?
- How are you involved in the development of a student's IEP?
- What strategies do you find the most effective in working with students with learning disabilities?
- When changes are made in special education law or in district special education procedures, how are you made aware?
- How is a student on the campus referred for special education?
- Outside of the report card, what other ways do you communicate the academic progress of special education students in your classroom?
- If you could change one thing about special education, what would it be?

Your 5-page field report will also need to include the following information:

- **Your reaction/reflection on the experience**
- **What did you learn that would make you a better teacher?**