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

Course: **EDSP 3351.060**
Semester & Year: Fall 2020
Location: Online

Instructor Information
Suzanne Thomas, PhD
Office: virtual office on-line
Office Hours: Virtual office hours are Monday 9:00 a.m. – 12:00 pm (noon) and at other times by appointment
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** Please put your course number in your email subject line, e.g. EDUC 3351

Interaction with Instructor
My preferred method for you to contact me is via Canvas e-mail or SuzanneThomas@uttyler.edu. Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings.

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.	Project report	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 special populations addressed in IDEA.	Engage in on-line activities and small group discussions Examine IDEA and how it relates to each disability category Textbook readings	Activities Discussions Quizzes and exam Final project	**INTASC**: 1,3 **TES:** 2(A)(ii), 2(B)(ii), 2(C)(iii)
Demonstrate an understanding of cultural, ethic, and socioeconomic diversity.	Textbook readings and on-line assignments Zoom discussions	Assignments Discussions Quizzes and exam Instructor feedback Final project	**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 On-line discussions and activities related to exceptionalities	Assignments Discussions Quizzes and exam Instructor feedback Final project	**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 and on-line assignments Zoom discussions	Assignments Discussions Quizzes and exam Instructor feedback Final project	**INTASC**: 1 **TES:** 1(C)(i), 2(A)(iii), 2(B)(ii)
Identify appropriate educational delivery systems for diverse and	Textbook readings and	Assignments	**INTASC**: 1, 2, 5, 6

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
exceptional populations.	on-line assignments Zoom discussions Examination of IEPs Teacher interviews	Discussions IEP Activities Instructor feedback Quizzes and exams Interview report Final Project	**TES:** 1(B)(ii), 1(C)(i), 1(F)(i)(iii), 2(B)(ii)(iii), 2(C)(iii)
Demonstrate strategies for establishing positive interactions between students with and without special needs.	Textbook readings and on-line assignments Zoom discussions	Assignments Discussions Quizzes and exam Instructor feedback Final project	**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 readings and on-line assignments Zoom discussions Teacher interview	Assignments Discussions Quizzes and exam Instructor feedback Interview report Final project	**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 readings and on-line assignments Discussions PBIS and classroom management activities	Assignments Discussions Quizzes and exam Instructor feedback Final project	**INTASC**: 4,6 **TES:** 2(B)(ii), 5(C)(i)(ii), 5(D)(i)

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
	Examination of FBAs and BIPs		
Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans.	Textbook readings and on-line assignments Zoom discussions FBA and BIP activities	Assignments Discussions Quizzes and exam Instructor feedback Final project FBA and BIP activities	**INTASC**: 4,6 **TES:** 5(B)(i)(iii), 5(C)(i)(ii), 5(D)(i)
Utilize techniques of positive behavioral support, including functional behavioral assessments and behavioral intervention plans.	Textbook and article readings PBIS and classroom management activities Zoom discussions FBA and BIP activities Online activities	Assignments Discussions Quizzes and exam Instructor feedback Final project FBA and BIP activities	**INTASC**: 4,6 **TES:** 4(C)(i)(ii), 5(A)(ii), 5(C)(i)(ii), 5(D)(i)(ii)
Highlight strategies to promote socially appropriate behavior.	Textbook readings and on-line assignments Zoom discussions PBIS activities	Assignments Discussions Quizzes and exam Instructor feedback Final project	**INTASC**: 1, 5, 8 **TES:** 4(A)(i)(ii)(iii)
Recognize peer influences on behavior.	Textbook readings and on-line	Assignments Group discussions	**INTASC**: 1, 5, 8 **TES:** 4(A)(ii)(iii)

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards Alignment
	assignments Zoom discussions	Quizzes and exam Instructor feedback Final project	
Acquire skills for promoting appropriate social interactions with peers and adults.	Textbook readings and on-line assignments Zoom discussions	Assignments Discussions Quizzes and exam Instructor feedback Final project	**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 assigned activities, discussions, quizzes, projects, 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 Friday, September 4th

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.* Anticipated turnaround time for grading is one week.

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 virtually (on-line) 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. ISBN 978-1506363479

2. Other readings as assigned in class. Access to any readings other than your text book will be provided by the instructor.

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.*

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 with12-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. ***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 and in each Module.

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.uttyler.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 virtual 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 this virtual 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.uttyler.edu. When you email IT support, be sure to include a complete description of your question or problem including:
  - o the title and number of the course.
  - o the page in question.
  - o if you get an error message, a description and message number.
  - o 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.
  - o Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. http://getadobe.com/reader/
  - o Java Runtime Environment (JRE) allows you to use interactive tools on the web. http://www.java.com/en/download/
  - o Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/
  - o QuickTime allows users to play back audio and video files. http://www.apple.com/quicktime/download/
  - o 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 – Fall 2020
Tentative Schedule – subject to announced changes

Date	Topic	To Do
August 24th -30th	Module 1: Syllabus and Course Requirements Introduction to Special	• Course Introduction • Article Reading

	Education	
August 31st – September 6th	Module 2: Working with Parents and Families	• Chapter 19 • Online Activities • Zoom Conferences
Sept 7th – Sept 13th	Module 3: Culturally and Linguistically Diverse Learners	• Chapter 6 & 15 • Online Activities
Sept 14th - Sept 20th	Module 4: Individual Education Plan	• Chapter 18 • Article Reading • Online Activities
Sept 21st – Sept 27th	Module 5: Addressing the "Invisible Disability" – Learning Disabilities	• Chapter 11 • Online Activities • Prepare for Exam #1
Sept 28th - Oct 4th	Module 6: Exam #1	• Exam #1
Oct 5th – Oct 11th	Module 7: Teaching Students with Moderate-to-Severe Disabilities	• Chapter 14 • Online Activities • Zoom conference sign-up
Oct 12th – Oct 18th	Module 8: Addressing the Autism Spectrum Disorder "Epidemic" in Education	• Chapter 13 • Zoom conferences
Oct 19th – Oct 25th	Module 9: Classroom Management, Positive Behavior Intervention and Supports, Social and Emotional Learning	• Chapter 8 • Online Activities
Oct 26th – Nov 1st	Module 10: Examining ADHD, EBD, and FBA	• Chapter 12 • Online Activities
Nov 2nd – Nov 8th	Module 11: Focusing on Strengths: Twice Exceptional Look at Gifted and Talented Education	• Chapter 17 • Online Activities *Teacher Interview Due*
Nov 9th – Nov 15th	Module 12: Beyond Playing Nicely: Collaboration and Co-Teaching	• Chapter 9 • Online Activities • Prepare for Exam #2 • Zoom conference sign-up
Nov 16th – Nov 22nd	Module 13: Exam #2	• Complete Exam #2 • Zoom conferences
Nov 23rd – Nov 29	*Thanksgiving Holidays*	

Nov 30th – Dec 6th	Module 14: Preparation for Final Project	• Prepare for Project
Dec 7th – 12th	Module 14: Final Projects	• Submit Final Project

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 locate a current K-12 public school teacher to interview. Ideally, this will be your cooperating teacher. **Unless circumstances prevent, this interview should be face-to-face. Approval for a virtual interview must be obtained from in advance.** Following the interview, you will be required to write a report (5 to 7 pages) on your experience.

The report should include these 4 sections:
    Section I – Teacher Description   Section III – Reflection
    Section II – Information Obtained   Section IV – Your learning

Section I: Teacher Description. This section will include such information as: number of years teaching, number of years in current teaching position, subjects taught during teaching career, and type of degree. This section should be brief.

Section II: Information obtained from the teacher. Use the list of mandatory questions below for your interview. **Do not plan for a lengthy interview and be sensitive to feelings and emotions during the interview. You should summarize your teacher's response (do not need to give a verbatim transcript of the interview).**

MANDATORY QUESTIONS

- What preparation did you receive to work with students with disabilities, either through your university teacher training program or your alternative certification program?
- What type of training does your 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 do you collaborate or share information with the families of students receiving or referred for special education?
- 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?

Section III: Your reaction/reflection on the experience
Section IV: What did you learn that would make you a better teacher?