



College of Education and Psychology

School of Education

EDSP 3354 - ONLINE

Instructional Programming for Students with Mild and Moderate Disabilities

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| Course: | EDSP 3354.060 |
| Semester & Year: | Fall 2025 |
| Time & Days: | ONLINE |
| Location: | ONLINE |
| Instructor | Priscilla Gilpin M. Ed. |
| Office: | BEP 244 |
| Office Hours: | By Appointment only |
| Phone: | 903-566-7443 |
| E-mail: | pgilpin@uttyler.edu (Preferred method of contact) |

Course Catalog Description

A study of instructional techniques for use with learners with mild/moderate disabilities. Addresses assessment and instructional methods, accommodations, adaptations, strategies, and materials appropriate for teaching individuals with exceptionalities in a variety of educational settings. Prerequisite: EDSP 3351 or equivalent.

Interaction with Instructor

My preferred method for you to contact me is via Canvas e-mail or pgilpin@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.

Student Learning Outcome

| Topics/Objectives | Activities | Measurement (including performance- based) | Standards Alignment |
|--|--|---|--|
| Describe the unique learning needs of individuals with mild and moderate disabilities. | On-line Discussion Boards Simulations Children's Books Disability Awareness | UDL Project Mock IEP Meeting IEP Project | TES: 2A(i-iii), 2B(ii), 2C(iii) INTASC: 2, 7, 8 |
| Identify appropriate formal and informal assessments for students with mild and moderate disabilities. | On-line Discussion Boards | Quiz/Exams | TES: 5A (i-ii) INTASC: 6 |
| Identify appropriate instructional materials, methods, and strategies to teach students with mild and moderate disabilities. | On-line Discussion Boards Simulations Case Studies | Quiz/Exams Resource Review Internet Deep Dive Lesson Plan Review | TES: 3 A(i-iii) ISTE: 5 INTASC: 2, 7, 8 |
| Develop and apply social skills and positive behavioral supports for individuals with mild and moderate disabilities. | IRIS Modules Group Discussions Social Story | Quiz /Exams Social Story | TES: 4 C(i-iii) INTAS: 3 |

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|--|---|-------------------------------|---|
| Identify appropriate strategies needed to partner with educators, professionals, paraprofessionals, and families to provide services to individuals with mild and moderate disabilities. | On-line Discussion Boards IRIS Module | Quiz/Exams IRIS Module | TES: 6 C (i-ii), INTASC: 9 |
| Evaluate transition practices that increase self-determination in order to meet the post-secondary needs of individuals with mild and moderate disabilities. | On-line Discussion Boards IRIS Module | Quiz/Exams IRIS Module | TES:6 C(iii) INTASC: 10 |

Textbook:

Boyle, J. & Scanlon, D. (2019). *Methods and Strategies for Teaching Students with High Incidence Disabilities* (2nd Ed.). Cengage: Boston.

Evaluation and Grading

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|-----------------------|----------|
| 1. Online Assignments | 225 |
| 2. UDL Project | 50 |
| 3. IEP Project | 50 |
| 4. Social Story | 30 |
| 5. Professionalism | Required |

TOTAL POINTS: 355

---- These points are subject to change and may vary depending on circumstances.

***Last Day to Withdraw from Courses: November 3rd**

The overall total points for the class are subject to change due to possible time restraints.

Assignments -Active involvement is the key to learning! Your participation is important and required to do well in this course. Students are expected be well prepared to engage in scholarly discussion of the scheduled subject matter. All students are expected to fully participate in all zoom sessions. Students are expected to respect (not necessarily agree with) opinions of classmates. Become an active participant by extending ideas presented by sharing new information and new resources on the subject area. Ask questions and demonstrate being prepared (having read assigned materials).

At various time throughout the semester, assignments such as *reflections, case studies, discussion board groups, book or movie reflections, website or software exploration, etc.* will be assigned to provide you the opportunity to demonstrate your understanding of a specific topic.

UDL Project: This project will provide you with the ability to show what you have learned during this semester. More information will be shared in Canvas.

IEP Project: You will create a standard based IEP for a student who demonstrates a mild/moderate disability. More information will be provided in Canvas.

Social Story: You will create a social story to address the social needs of a student. More information will be provided in Canvas.

Course Policies

- **Attendance.** Your attendance and participation in online assignments, as well as zoom meetings are important and required to do well in this course.

- **Make/Up exam.** 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, funeral notice, tow-truck receipt, etc.) 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. Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma)

Late Assignments:

Assignments and projects are expected to be handed in on time. An assignment will be considered late if it is not turned in the day it is due. Assignments are expected to be dropped in the assignment box on Canvas even if you are not in class. You may turn in your assignment early. **Late assignments are not accepted unless prior arrangements have been made with the instructor.** Assignments and due dates are posted on the course syllabus. To see if you are really reading this syllabus, please email me a picture of your favorite animal by August 27th and I will add 2 points to your class participation grade. Don't alert your peers. Let's see if everyone is reading their syllabus.

□ **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (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 (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) 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.

□ **Canvas:** Students will access class notes, assignments, grades and course information through Canvas. 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 3354 will adhere to and demonstrate these teacher candidate dispositions at all times.

A. 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>

The use of AI Statement:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. **All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code.** Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. **You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.**

If an AI tool is used to generate any part of the content for an assignment, its contributions must be properly cited.

College of Education and Psychology (CEP) Vision and Mission

Core Purpose of the College of Education and Psychology

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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 can be accessed [here](#).

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EDSP 3354: CLASS CONTENT AND READING ASSIGNMENTS / DUE DATES
Tentative Schedule: Fall 2025

| | <i>TOPIC/Class Activities</i> | <i>Reading Assignments/Homework due</i> |
|--|---|--|
| Module 1: (2 weeks) August 25-Sept 7 | Chapter1 -HI Disabilities Chapter 3- Working with Families | All assignments in Module Sept. 7th 11:59 p.m. |
| Module 2: (2 weeks) Sept. 8-21 | Chapter 2-Effective Instructional Practices PLAAFP / IEP | All assignments in Module Sept. 21 11:59 p.m. |
| Module 3: (2 weeks) Sept. 22-Oct. 5 | Chapters 6 and 7 Reading and Writing Strategies | All assignments in Module due Oct. 5 11:59 p.m. |
| Module 4: (3 weeks) Oct. 6-26 | Social Stories Chapter 9- Mathematics | All assignments in Module Oct. 26 11:59 p.m. |
| Module 5: (2 weeks) Oct. 27-Nov. 9 | IEP Project Accommodations and Modifications | All assignments in Module Nov. 9 11:59 p.m. |

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| Module 6 Nov. 10-23 Thanksgiving Nov. 24-30 | Important Terms | All assignments in Module Nov. 23 11:59 p.m. |
| Module 7 Nov. 30- Dec. 8 | Universal Design for Learning (UDL) Project | All assignments in Module Dec. 8 11:59 p.m. |