EDSP 5350
Overview of Special Education (Birth – 21)
University of Texas at Tyler – School of Education

Course: **EDSP 5350**
Semester & Year: Long Summer 2025
Time and Days: Online
Location: Online

Instructor   Lonna Moline, PhD
Email:
Phone:

Catalog Course Description

An advanced study of the history, philosophy, and structure of educational programs for learners with exceptionalities from birth through 21 with emphasis on federal and state regulations affecting special education. Addresses educational, medical, psychological, and social factors specific to individuals with disabilities.

Required Text and Related Readings

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2022). *Exceptional learners: An introduction to special education.* (15th ed.). Pearson.

Other readings as assigned.

 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). 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.

Student Learning Outcomes:

The following student learning outcomes are aligned with the standards as delineated by the specific learning outcomes of the Educational Diagnostician State Board for Educator Certification (SBEC) and the Council for Exceptional Children (CEC) Advanced Special Education Diagnostic Specialist and Advanced Specialty Set Standard for Special Education Behavior Intervention Specialist and the State Board for Education Certification (SBEC) Standards for Special Education.

Student Learning Outcomes & Assessments

Course Objectives	Activities	Assessment (Including Performance-Based)	Standards: SBEC CEC
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 small group activities. Examine IDEA and how it relates to each disability category. Textbook readings	Small group discussions Quizzes and exam Final presentations	Domain II Standard V ACSI.3.S1 ACSI.4.K1 ACSI.6.S2 SEDS.3.S2
Demonstrate an understanding of cultural, ethic, and socioeconomic diversity.	Textbook readings IRIS module Class discussions	Large and small group discussions Quizzes and exam Peer and instructor feedback Final presentation	Domain II Standard VII SEDS.3.K2 ACSI.3.K1
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	Domain II Standard X ACSI.4.K1 SEDS.5.K2 SEDS.5.K5
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	Domain III Standard I, II ACSI.5.K3 ACSI.5.K4 ACSI.5.K5 ACSI.6.K1

		Peer and instructor feedback Final presentation	SEDS.5.K1 SEDS.5.K2
Identify appropriate educational delivery systems for diverse and exceptional populations.	Textbook and article readings Examination of IEPs Class discussions and activities Online activities	Large and small group discussions IEP Activities Peer and instructor feedback Quizzes and exams Final Presentation	Domain II Standard X ACSI.3.S1 ACSI.3.S2 ACSI.3.S3
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	Domain II Standard III ACSI.5.S2 ACSI.7.S1
Demonstrate strategies for establishing appropriate instruction for students with special needs populations, including RTI (Response to Intervention) and other research-based strategies	Textbook and article readings Class discussions Online activities	Large and small group discussions Peer and instructor feedback Online activities Quizzes and exams Final presentations	Domain I, II Standard X SEDS.4.K1 SEDS.4.K2 SEDS.4.S1 ACSI.1.S1 ACSI.1.S2 ACSI.1.S3 ACSI.1S4
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	Domain II, III Standard II, VII SEDS.3.S2 ACSI.5.S1 ACSI.5.S2 ACSI.6.K1 ACSI.6.K3 ACSI.6.S2

		Final presentation	
Promote collaboration among educators providing services to diverse and special populations.	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	Domain III Standard II SEDS.7.S1 SEDS.7.S2 ACSI.7.K1 ACSI.7.S1

Evaluation and Grading
Students will be assessed according to the stated objectives in this syllabus including written work, discussions, projects, and presentations.

Summary of Course Assignments:	**Maximum Points**
Zoom Conferences	100 points
Discussion Board	50 points
Assignments as listed in Canvas	300 points
Research Pool	30 points
Application Assignments	300 points

Detailed assignments will be found in Canvas.

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 (less than 60%)

The last day to withdraw from courses is Thursday, July 10th.

Additional Information
You will enroll in the following:

a) **Research Pool Requirement:** Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can satisfy the research pool requirement by volunteering to participate in approved research

studies offered by the School of Education (3 credits for 30 points and up to 10 additional points for 1 more credit [total 4 credits]). Alternatively, students can satisfy the research pool requirement by completing alternative assignments equal in time and effort to the research opportunities.

Communication
To contact me via email, you may use the Canvas email. You may also email me at lmoline@uttyler.edu. Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is **email.**

Teaching Strategies
It is expected that this class will function in a graduate seminar format. While the instructor will provide some lecture, emphasis will be on in-class discussion, presentation, assignments, and case study analysis that contributes to class discussions. The following instructional strategies will be employed during this class:
- Lecture, multimedia, and simulations
- Demonstration and case studies
- Written assignments
- Examinations

Course Policies and Guidelines
1) 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 the title of the assignment, centered at the top of your paper.
- **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
- Upload written assignments on the Canvas website under the assignment tab.

a) **Criteria for all assignments** will be available in class and posted online unless otherwise notified by the instructor.

   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.

b) **Late work.** It is expected that assignments and projects be submitted on time. **An**

assignment will be considered late if it is not turned in the day it is due. You may turn in your assignment early. <u>Late assignments are not accepted unless prior arrangements have been made with the instructor</u>. Assignments and due dates are posted in Canvas.

c) *Plagiarism.* Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.

d) *AI.* Some assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

TurnItIn is a tool that will be used to check a document for plagiarism and AI use. The tool provides feedback as to whether the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.

2) **Zoom etiquette.** During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you are in an area where you have a stable internet connection. ***Class participation points will be deducted for not following zoom etiquette.***
   - Zoom Conference Expectations:
   - Be on time for class.
   - Your video should be on.
   - Be in a quiet location that is free from distraction. Our zoom class should be treated like you are in person. It will help to avoid being in a room with other people**.**
   - Be an active participant and active listener.

3) **You are responsible** for all information given in class, online, and in the syllabus.

4) **Person First Language.** Our language reflects our attitudes. Always refer to persons

with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to always use "people first" language. "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".

5) **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.

6) **Dispositions.** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

> *According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas.*
> *https://www.uttyler.edu/president/missionstatement.php*

> *Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.*

> *A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.*

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.

STATE BOARD FOR EDUCATOR CERTIFICATION (SBEC) STANDARDS FOR EDUCATIONAL DIAGNOSTICIANS

Standard I: The educational diagnostician understands and applies knowledge of the purpose, philosophy, and legal foundations of evaluation and special education.

Standard II: The educational diagnostician understands and applies knowledge of ethical and professional practices, roles, and responsibilities.

Standard III: The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.

Standard IV: The educational diagnostician understands and applies knowledge of student assessment and evaluation, program planning, and instructional decision making.

Standard V: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.

Standard VI: The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Standard VII: The educational diagnostician understands and applies knowledge of ethnic, linguistic, cultural, and socioeconomic diversity and the significance of student diversity for evaluation, planning, and instruction.

Standard VIII: The educational diagnostician knows and demonstrates skills necessary for scheduling, time management, and organization.

Standard IX: The educational diagnostician addresses students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Standard X: The educational diagnostician knows and understands appropriate curricula and instructional strategies for individuals with disabilities.

CEC ADVANCED SPECIALTY SET:

EDUCATIONAL DIAGNOSTICIAN SPECIALIST STANDARDS

Adopted July 2020

Advanced Standard 1 – Assessment. Educational diagnosticians demonstrate best practices of assessment, procedures, and report writing. It is critical that nonbiased assessment procedures are used in the selection of instruments, methods, and procedures for individuals with exceptional learning needs. Educational diagnosticians apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, recommendations for special education eligibility, monitoring and reporting learning progress in the general education curriculum, and other individualized educational program goals.

Advanced Standard 2 – Curricular Content Knowledge. Educational diagnosticians seek to deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

Advanced Standard 3 – Programs, Services, and Outcomes. Educational diagnosticians apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Advanced Standard 4 – Research and Inquiry. Educational diagnosticians know models, theories, and philosophies, and research methods that form the basis for evidence-based practices in special education. They use educational research to improve instructional techniques, intervention strategies, and curricular materials.

Advanced Standard 5 – Leadership and Policy. Educational diagnosticians learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. They promote high professional self-

expectations and help others understand the needs of individuals with exceptional learning needs.

Advanced Standard 6 – Professional and Ethical Practice. Educational diagnosticians are guided by the professional ethics and practice standards. They have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice.

Advanced Standard 7 – Collaboration. Educational diagnosticians have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide service to individuals with exceptional learning needs and their families.

Class Schedule

The schedule will be posted the first day of classes.