I. Course Catalog 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, EDUC 4321, and READ 4364. Co-requisites: EDFB 4315 and READ 4337.

II. Student Learning Outcomes & Assessments

IIA. Program Outcomes and Key Assessments

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>Standard</th>
<th>TEAC Key Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student in EDSP 3351 will complete a case study applying interventions and strategies to a specific learning situation.</td>
<td>1, 2, 3, 4, 5, 7, 8</td>
<td>Instructor designed rubric</td>
</tr>
</tbody>
</table>

IIB. Course Outcomes and Assessment

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>INTASC Standard</th>
<th>Assessment/ Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding of the unique abilities</td>
<td>1, 3</td>
<td>Exams, Quizzes,</td>
</tr>
<tr>
<td>Activity</td>
<td>Exams, Quizzes, Case Study, Modules, Reflections</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>and disabilities of groups of individuals classified as exceptional, including gifted and special populations addressed in IDEA.</td>
<td>Case Study, Modules, Reflections</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of cultural, ethic, and socioeconomic diversity.</td>
<td>1, 3, 10</td>
<td></td>
</tr>
<tr>
<td>Identify major concepts, ideas, and themes relevant to the education of individuals identified as exceptional.</td>
<td>2, 3</td>
<td></td>
</tr>
<tr>
<td>Identify major legislation and political events that have affected the education of individuals with disabilities.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Identify appropriate educational delivery systems for diverse and exceptional populations.</td>
<td>1, 2, 5, 6</td>
<td></td>
</tr>
<tr>
<td>Demonstrate strategies for establishing positive interactions between students with and without special needs.</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Demonstrate interest in the welfare of individuals with diverse needs and recognition of society’s challenge to help them realize their potential.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Promote collaboration among educators providing services to diverse and special populations</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Identify and assess behavioral problems.</td>
<td>4,6</td>
<td></td>
</tr>
<tr>
<td>Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans.</td>
<td>4,6</td>
<td></td>
</tr>
<tr>
<td>Utilize techniques of positive behavioral support, including functional behavioral assessments and behavioral intervention plans.</td>
<td>4,6</td>
<td></td>
</tr>
<tr>
<td>Highlight strategies to promote socially appropriate behavior.</td>
<td>1, 5, 8</td>
<td></td>
</tr>
<tr>
<td>Recognize peer influences on behavior.</td>
<td>1, 5, 8</td>
<td></td>
</tr>
<tr>
<td>Acquire skills for promoting appropriate social interactions with peers and adults.</td>
<td>1, 5, 6, 10</td>
<td></td>
</tr>
</tbody>
</table>
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 quizzes, assignments, and class activities.

Possible Points

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100)</td>
<td>300</td>
</tr>
<tr>
<td>Online assignments (8 @ 10 points)</td>
<td>80</td>
</tr>
<tr>
<td>In class discussion/ Group work (5 @ 10)</td>
<td>50</td>
</tr>
<tr>
<td>Teacher Interview</td>
<td>50</td>
</tr>
<tr>
<td>Case Study</td>
<td>150</td>
</tr>
<tr>
<td><strong>TOTAL POINTS POSSIBLE</strong></td>
<td><strong>630</strong></td>
</tr>
</tbody>
</table>

Description of Course Assignments, Evaluation, and Grading:

1. **Exams (3 x 100):** These are intended to measure student comprehension of course material (lectures, handouts, class discussions, and assigned readings). See Course Schedule for exam dates.

2. **Online Assignment/ Activities (maximum of 80 points):** Throughout the semester a variety of online assignment/activities will be assigned. Grading criteria will be based on the type of assignment/activity. There are 10 assignments in the modules; you will choose 8 out of the 10 to complete.

3. **Class Activities (5 x 10= 50 points):** During our face to face sessions, Class discussions and activities that require group work will be given. You will not be allowed to make up missed work.

4. **Teacher Interview (50 points):** This activity will require students to interview their respective cooperating teacher. See Attachment IV for specific requirements

5. **Case Study (maximum of 150 points):** This activity will require students 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. See Attachment III for specific requirements.

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula:

\[
\text{Total points you accumulated} / \text{TOTAL POINTS POSSIBLE} \times 100\%
\]
Maximum points possible

\[
\begin{array}{cccc}
90 \text{ to } 100\% &=& A \\
80 \text{ to } 89\% &=& B \\
70 \text{ to } 79\% &=& C \\
60 \text{ to } 69\% &=& D \\
59 \text{ & Less} &=& F
\end{array}
\]

Keep track of your scores for the course through Blackboard’s Student Tools folder.

Teaching Strategies

The following instructional strategies will be employed during this class: lecture, class discussion, Blackboard activities, cooperative learning, multimedia and simulations.

Required Text and Related Readings


2. Other readings as assigned in class

3. Students will access class notes, assignments, grades and course information through Blackboard. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard. Students are expected to regularly access Blackboard 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.

VII. 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 student’s grade results.

- **Blackboard:** Students will access class notes, assignments, grades and course information through Blackboard. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Blackboard. Students are expected to regularly check blackboard for updates and to download any class handouts. Please refer to [http://www.blackboard.uttyler.edu](http://www.blackboard.uttyler.edu) for more information.
• **Academic Dishonesty:** 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. Additional information on Academic Dishonesty is found in Section IX.B of this syllabi (Selected University Policies).

• **Responsibility** Take personal responsibility to read and review content materials by scheduling at least 6-7 hours per week for studying and working on related activities.

• **Attendance.** Attendance is required for this course. Two absences will result lower the grade by 10 points. Three absences will lower your grade by 25 points. All students are expected to fully participate in all class activities, including lectures and discussions, presentations, role plays, small group projects and collaborative learning activities. You are responsible for any/all missed content and/or changes made during the class period. Find a classmate to exchange contact information.

• **MakeUp exam.** There will be NO make up 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 exam.

• **Written Assignments.** Written assignments MUST (a) 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.

• **Late Assignments** (turning in after due date) will result in a decrease of **10 points per day** the assignment or class activity is not turned in after the due date unless a prior agreement has been made with the instructor. **Assignments over one week past the due date will not be accepted (zero points).**

• **Cell Phones** Please keep cell phones on silent or vibrate during class. Cell phones are not to be visible on exam days. Refrain from texting during class.

• **Appropriate Language:** You are expected to use Person First language at all times. Always refer to persons with disabilities with respect, e.g. student with autism or student with a learning disability. Please do not use labels such as “Learning Disabled” or “Autistic”, because of negative connotations. Our language is a reflection of our attitudes.

• **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.

VIII. Topical Outline:
See attached Course Calendar for a tentative schedule and due dates for all assignments
Final Exam: May 2

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.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.utt Tyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2015, the Census Date is January 26th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utt Tyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 26th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:
• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
• Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an interview please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct: Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
  • copying from another student’s test paper;
  • using, during a test, materials not authorized by the person giving the test;
  • failure to comply with instructions given by the person administering the test;
  • possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  • using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  • collaborating with or seeking aid from another student during a test or other assignment without authority;
  • discussing the contents of an examination with another student who will take the examination;
  • divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  • substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  • paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  • falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

(iv) All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

**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.

**Code of Ethics and Standard Practices for Texas Educators**

Texas Administrative Code

| TITLE 19 | EDUCATION |
| PART 7 | STATE BOARD FOR EDUCATOR CERTIFICATION |
| CHAPTER 247 | EDUCATORS’ CODE OF ETHICS |
| RULE §247.2 | Purpose and Scope; Definitions |

(b) Enforceable Standards.

(1) **Professional Ethical Conduct, Practices and Performance.**

(A) **Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) **Standard 1.2.** The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) **Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) **Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) **Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.

(F) **Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

(G) **Standard 1.7.** The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) **Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) **Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
(J) **Standard 1.10** The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) **Standard 1.11.** The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) **Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

(M) **Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

(2) **Ethical Conduct Toward Professional Colleagues.**

(A) **Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 2.2.** The educator shall not harm others by knowingly making false statements about a colleague or the school system.

(C) **Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

(D) **Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.

(E) **Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

(F) **Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

(G) **Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

(3) **Ethical Conduct Toward Students.**

(A) **Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) **Standard 3.2.** The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) **Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) **Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) **Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) **Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) **Standard 3.7.** The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

(H) **Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) **Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

(i) the nature, purpose, timing, and amount of the communication;

(ii) the subject matter of the communication;

(iii) whether the communication was made openly or the educator attempted to conceal the communication;

(iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
whether the communication was sexually explicit; and
whether the communication involved discussion(s) of the physical or sexual attractiveness
or the sexual history, activities, preferences, or fantasies of either the educator or the
student

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be
effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242

SCHOOL OF EDUCATION PROGRAM STANDARDS

The School of Education has adopted program standards that guide the development of teacher candidates in their
understanding of the complexity of teaching. These standards are based on those developed by the Interstate New
Teacher Assessment and Support Consortium (InTASC) and shared by other accredited universities in Texas and
across the United States. The Standards are broad understandings and practices gained throughout the program
using a constructivist model in which new learnings are assimilated and attached to prior understandings, thus, over
time, building a mental structure (schema) of educational concepts.

Standard #1: Learner Development (students in general)
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary
individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and
implements developmentally appropriate and challenging learning experiences.

Texas Teacher Practice Standards: 1.2, 2.1, 2.2, 2.3, 4.1

Standard #2: Learning Differences (individual students)
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive
learning environments that enable each learner to meet high standards.

Texas Teacher Practice Standards: 1.3, 2.1, 2.2, 2.3, 4.1

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that
encourage positive social interaction, active engagement in learning, and self motivation.

Texas Teacher Practice Standards: 1.3, 1.4, 1.6, 2.3, 4.1, 4.2, 4.3, 4.4

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches
and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to
assure mastery of the content.

Texas Teacher Practice Standards: 1.2, 1.5, 1.6, 3.1, 3.2, 3.3, 5.2

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical
thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Texas Teacher Practice Standards: 1.5, 3.2, 3.3

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor
learner progress, and to guide the teacher’s and learner’s decision making.

Texas Teacher Practice Standards: 1.6, 5.1, 5.2, 5.3, 5.4, 6.2

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon
knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners
and the community context.

Texas Teacher Practice Standards: 1.1, 1.2, 1.3, 5.1, 5.3, 5.4

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep
understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Texas Teacher Practice Standards: 1.4, 1.5, 1.6, 5.4

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice,
particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Texas Teacher Practice Standards: 3.2, 3.3, 6.1, 6.2, 6.4

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Texas Teacher Practice Standards: 6.3, 6.4

Standard #11: Technology
The teacher is able to create, implement, and evaluate technology to enhance teaching, student learning, and other obligations (e.g. reports, grades, tests, etc.) required of teachers.

Texas Teacher Practice Standards: 1.5

Syllabi Attachments:

- Attachment I - College of Education and Psychology Standards and Principles (INTASC Standards)
- Attachment II - Case Study Assignment
- Attachment III - Field Assignment: Teacher Interview
- Attachment IV - Course Schedule

ATTACHMENT I

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
Program Standards

The School of Education has adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for beginning teachers.

Standard 1: Subject Matter
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and
who actively seeks out opportunities to grow professionally.
Standard 10: Collaboration, Ethics, and Relationships
The teacher communicates and interacts with parents/guardian.

Case Study-Attachment II
EDSP 3351

A case study approach allows prospective educators to use research and problem solving skills helping to bridge the gap between theory and classroom practice. For this assignment, students will apply interventions and strategies to a specific learning situation. This case study approach
requires each student to develop goals and strategies appropriate for an assigned case (student description provided by the instructor). This assignment will be due in sections according to the course schedule.

Each case study paper must contain the following elements:

- **Brief Description:** A brief description of the student relevant to the focus area selected (based on the case study assigned). This should not be a verbatim repetition of the case study information, but should be a summary of the important aspects from the child’s description provided and how the child’s learning challenges impact his/her education. There should be a correlation between the significant points you choose to highlight and the objectives written for the child. For example, if you choose to write an objective about handwriting, you will want to emphasize handwriting skills in your brief description.

- **Assessment Plan:** An assessment plan needs to be included that describes how or what you would use to assess the child’s present levels of performance. Based on the information presented in the case study, you will determine what specific areas need to be addressed and what formal or informal measures could be used to assess the child.

- **Measurable Objective:** Based on the case study presented, you will select one of the following instructional areas listed below and write a measurable instructional goal for the student. Instructional areas may include: math calculation, math reasoning, reading comprehension, social skills, handwriting, written expression, reading fluency or life skills. Your objective should include the **condition**, the **behavior to be exhibited**, and the **criteria**. (For example, “When presented with 10 subtraction flashcards, Suzy will correctly answer 4 out of 5 subtraction problems”).

- **Instructional Strategies:** You will describe three instructional strategies that you would use to differentiate instruction to support the child in accomplishing the instructional goal you have devised. You may include drawings, graphics or other descriptions to best illustrate the selected strategies. The instructional strategies description must include the following:
  - a statement of justification for each of the selected strategies. Why did you choose this strategy for this student?
  - a statement of how the strategy could be modified to assist an English language learner and a gifted student.
  - A description (or illustration) of how at least one of your strategies could be self-correcting (allowing the student to self-manage his/her performance).
  - **The strategies chosen must be supported by research. You must provide a citation for each strategy. A minimum of three resources must be used.**

- **Evaluation (Progress Monitoring) Plan:** Based on one of your instructional strategies, what data would you keep? How will you know if the student is learning? Describe how you would monitor progress for the student (include your schedule of progress monitoring and how you would assess).
Based on the elements required in the case study assignment, it is expected that the case study report will be approximately 10-15 pages long. The case study report must be type-written in a double-spaced format using 12 point Times New Roman font. You will submit your case study through Blackboard on the date designated in your syllabus. A grading rubric will be used to assess your case study. A copy of the rubric is included in your syllabus. **The maximum points that you can earn for this assignment is 150 points**

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**Case Study Template**

Teacher: (Your Name)
Student Name:
Grade:

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**Brief Description:** In this section provide a brief description of the student. See the case study assignment section for specifics. This section should be ½ to 1 page in length.

**Assessment Plan:** What areas have you chosen to assess? How will you assess your student? Approximately 1-2 pages
**Measurable Objective:** Write an objective to improve an instructional area in which you have chosen to focus your instruction. Is the objective measurable- that is, can you see, hear or count to make sure it has been accomplished? See case study handout for specific instructions criteria for the objective.

**Instructional Strategies:** You will fully describe three instructional strategies that you would use to differentiate instruction to support the child in accomplishing the objective you have described in the previous section. This is the most substantial part of your case study. Be sure to provide specific details. For example, “When presenting new letters to Marcus, I will use shaving cream. I will…….”

- **Strategy #1**
- **Strategy #2**
- **Strategy #3**

Each strategy should be approximately 3-5 pages in length. Refer back to the case study assignment handout for the specifics that must be included in this section.

**Evaluation (Progress Monitoring) Plan:** In this section of the report, you need to choose of the strategies you detailed in the previous section and discuss how you would keep data to show that the student is making progress toward reaching the objective. This section should describe how you would monitor the progress and the schedule for progress monitoring. This section should be approximately 1-2 pages in length.
Field Assignment-Attachment III
Teacher Interview

Sometime during field, each university preservice educator will interview his/her cooperating teacher. This interview will allow the university student to understand the challenges faced by general educators in the area of special education. To allow for confidentiality, please use a pseudonym for the teacher and school.

You will be required to write a report (minimum of 3 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 3 page field report will also need to include the following information;

- Your reaction / reflection on the experience
- What did you learn that will make you a better teacher?
**Class Schedule-Attachment IV**

*(Tentative Schedule – subject to announced changes)*

Class Meetings: 2:00-3:20 Tuesday- **Face to face**; Thursday- **on-line**

Refer to Blackboard for additional reading requirements or changes to the following course calendar.

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