

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

Course: EDSP 3351.060
Semester & Year: Spring 2021
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 |
|-------------------|------------|--|---------------------|
|-------------------|------------|--|---------------------|

| 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. | Engage in on-line activities and small group discussions 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, ethnic, and socioeconomic diversity. | Textbook readings and on-line assignments | Assignments 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 modules related to exceptionalities | Assignments 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 | Assignments 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 exceptional populations. | Textbook readings and on-line assignments Teacher interviews | Assignments Instructor feedback Quizzes and exams Interview report Final Project | INTASC: 1, 2, 5, 6 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 | Assignments Quizzes and exam Instructor feedback | INTASC: 8 TES: 4(A)(i)(ii)(iii) |

| Course Objectives | Activities | Assessment (Including Performance-Based) | Standards Alignment |
|--|--|---|---|
| | | Final project | |
| 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 Teacher interview | Assignments 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) |
| Identify antecedent and consequential events and other environmental assessments and behavioral intervention plans. | Textbook readings and on-line assignments FBA and BIP activities | Assignments 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 FBA and BIP activities | Assignments 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) |

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.

A = 90-100%

D = 60-69%

B = 80-89%

F = 59% or below

C = 70-79%

D. Course Policies and Guidelines

Online Chapter Modules

Throughout the semester, a variety of online chapter modules will be assigned. These modules will consist of a variety of activities such as quizzes, discussions, IRIS modules, papers, or reports. These activities are extensions of each topic discussed and it is anticipated will be assigned approximately weekly.

Teacher Interview

This activity will require you to interview your respective cooperating teacher or a currently K-12 public school teacher. Interviews should be completed face-to-face unless prior approval granted. **See Appendix A for specific requirements and interview guide**

Final Project

This activity will require you to use research and apply previously learned skills to design 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.

Exams

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

Zoom Conference

Three times during the semester, small group zoom conferences will be held to review previous class assignments, to review upcoming assignments, and allow students the opportunity to ask questions of each other and of the professor. In general, multiple sessions will be available for each of the three conferences to provide various opportunities for students to attend. Points will be awarded for attendance and participation.

Assignment Submission: For written assignments a "page" is defined as:

- 8½" x 11" paper
- Times New Roman 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**

E. Teaching Strategies

The following instructional strategies will be employed virtually (on-line) during this class:

- Lecture, multimedia, and simulations
- 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 textbook 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 with 12-point font.

Late Assignments. It is expected that assignments be turned in on time. An assignment will be considered late if it is not turned in on the day it is due. If you do not have a working computer, you need to make arrangements to use the campus computers. Assignments should be submitted in the assignment folder on Canvas. **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. Assignments may be required to be submitted within the TurnItIn plagiarism software within Canvas.

- Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you may have engaged in unethical behavior. Any written assignments with a 25% or greater match may 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:
 - the title and number of the course.
 - the page in question.
 - if you get an error message, a description and message number.
 - what you were doing at the time you got the error message.
- Plug-ins and Helper Applications: UT Tyler fully online and hybrid courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and function of your online/hybrid course.
 - Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files. <http://getadobe.com/reader/>
 - Java Runtime Environment (JRE) allows you to use interactive tools on the web. <http://www.java.com/en/download/>
 - Adobe Flash Player allows you to view content created with Flash such as interactive web applications and animations. <http://get.adobe.com/flashplayer/>
 - QuickTime allows users to play back audio and video files. <http://www.apple.com/quicktime/download/>
 - Windows Media Player allows you to view, listen, and download streaming video and audio. <http://windows.microsoft.com/en-US/windows/products/windowsmedia-player>

I. Class Schedule

Class Schedule: EDSP 3351 – Spring 2021
Tentative Schedule – subject to announced changes

| Date | Topic | To Do |
|---------------------|--|--|
| Jan 11 – Jan 17 | Syllabus and Course Requirements Introduction to Special Education Misunderstood Minds Video | <ul style="list-style-type: none"> • Course Introduction • Misunderstood Minds Report |
| Jan 18 – Jan 24 | Module 1: Inclusion Matters | <ul style="list-style-type: none"> • Inclusion Articles • Online Activities • Zoom Conference sign-up |
| Jan 25 – Jan 31 | Module 2: Working with Parents and Families | <ul style="list-style-type: none"> • Chapter 19 • Online Activities • Zoom Conference # 1 |
| Feb 1 – Feb 7 | Module 3: Culturally and Linguistically Diverse Learners | <ul style="list-style-type: none"> • Chapter 6 & 15 • Online Activities |
| Feb 8 – Feb 14 | Module 4: The Law Individual Education Plan | <ul style="list-style-type: none"> • Chapter 18 • Article Reading • Online Activities |
| Feb 15 – Feb 21 | Module 5: Addressing the “Invisible Disability” – Learning Disabilities | <ul style="list-style-type: none"> • Chapter 11 • Online Activities • Prepare for Exam #1 |
| Feb 22 – Feb 28 | Exam #1 Modules 1-5 | <ul style="list-style-type: none"> • Exam #1 |
| March 1 – March 7 | Module 6: Teaching Students with Moderate-to-Severe Disabilities | <ul style="list-style-type: none"> • Chapter 14 • Online Activities |
| March 8 – March 14 | <i>Spring Break</i> | |
| March 15 – March 21 | Module 7: Addressing the Autism Spectrum Disorder “Epidemic” in Education | <ul style="list-style-type: none"> • Chapter 13 • Online Activities • Zoom conference sign-up |
| March 22 – March 28 | Module 8: Attention Deficit Hyperactivity Disorder (ADHD) Replacement Behaviors | <ul style="list-style-type: none"> • Chapter 12 • Online Activities • Zoom conference # 2 • Complete Teacher Interview |
| March 29 – April 4 | Module 9: Emotional & Behavior Disorders (EBD) | <ul style="list-style-type: none"> • Chapter 12 • Online Activities |

| | | |
|---------------------|--|---|
| | | <ul style="list-style-type: none"> • <i>Teacher Interview Due April 4</i> |
| April 5 – April 11 | Module 10: Classroom Management and Positive Behavior Intervention & Supports (PBIS) including Functional Behavior Analysis (FBA) | <ul style="list-style-type: none"> • Chapter 8 • Online Activities • Prepare for Exam 2 • Zoom conference sign-up |
| April 12 – April 18 | Exam #2: Modules 6 – 10 | <ul style="list-style-type: none"> • Zoom conference # 3 • <i>Exam # 2</i> |
| April 19 – April 25 | Preparation for Final Project | <ul style="list-style-type: none"> • Prepare Project |
| April 26 – May 2 | Finals Week (grades due 5/3) | <i>Final Project Due April 26</i> |

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 phone or virtual interview must be obtained in advance.** Following the interview, you will be required to write a report (3 to 4 pages) on your experience.

The report should include these 4 sections: (*all sections must be labeled*)

| | |
|-----------------------------------|----------------------------|
| Section I – Teacher Description | Section III – Reflection |
| Section II – Information Obtained | Section IV – Your learning |

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

Section II: Information obtained from the teacher. Use the list of mandatory questions for your interview. **Do not plan for a lengthy interview and be sensitive to feelings and emotions. Summarize response (not 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 and any training you currently receive from your school district / campus?
- How are you made aware that a student with a disability will be in your classroom and how are you able to prepare, if at all?
- In what ways do you collaborate with the special education staff on your campus?
- Outside of report cards, how do you collaborate or share information on progress 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 district special education procedures, how are you made aware?
- How is a student on the campus referred for special education?
- 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?

Submission requirements:

- Put your name and page numbers on your paper
- Double space, 12 point font
- Label all sections
- Summarize interview responses (not verbatim transcript)