



College of Education and Psychology

School of Education

EDSP 3354

Instructional Programming for Students with Mild and Moderate Disabilities

Course: EDSP 3354.001
Semester & Year: Fall 2020
Time & Days: Monday 11:00-1:45
Location: BEP 218
Instructor: Priscilla Gilpin M. Ed
Office: BEP 244
Office Hours: Monday; 9:00-11:00 , Wednesday 1:00-2:00
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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

Student Learning Outcome

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

Identify appropriate strategies needed to partner with educators, professionals, paraprofessionals, and families to provide services to individuals with mild and moderate disabilities.	Small group discussions 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.	Small group discussions IRIS Module	Quiz/Exams IRIS Module	TES:6 C(iii) INTASC: 10

Evaluation and Grading

1. In-Class Activities	4 @ 20	80
2. On line Assignments	12 @ 20	240
3. UDL Project		100
4. IEP Project		100
5. Social Story		50
6. Attendance		Required
		TOTAL POINTS: 580

***Last Day to Withdraw from Courses: Monday, Nov. 2nd**

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

Quizzes/Assignments -Active involvement is the key to learning! Your participation is important and required to do well in this course. Students are expected to be well prepared to engage in scholarly discussion of the scheduled subject matter. All students are expected to fully participate in all class activities. 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). Students must be prepared for class by reading assigned materials prior to class.

At various times 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. These will be in addition to the scheduled on-line assignments discussed below. These activities will be related to the assigned topic for the day or to the class discussion from the previous class period. It is anticipated that activities may include either individual or group assignments and some may be completed during class time.

Throughout the semester, you will be expected to participate with your peers in class activities. These activities are extensions of the topic being discussed during the class session.

You must be present in the face-to-face classes to receive these points.

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 class.

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

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

Course Policies

- **Attendance.** Your attendance and participation are important and required to do well in this course. Students are expected to come to class and be well prepared to engage in scholarly discussion on the day's scheduled subject matter. A student will not be able to do well in the class without prompt and regular attendance. Class attendance and participation is expected. Arriving late or leaving early is considered an absence. If you are absent on the day an assignment is due, you are still expected to submit the assignment on time (e.g., via email or through another student). **Points will be deducted from the final grade due to absences.** Students will not be penalized for religious holidays. Absences will be treated as follows:

1 Absence = No Point Loss

2 Absences = 10 Point Deduction* **Must schedule conference after 2nd absence**

3 Absences = 25 Point Deduction

4 Absences = 40 Point Deduction

- **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 January 19 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.

□ **DEVICES IN CLASS:** Out of respect for your fellow students, your professor, and the educational process, all technology devices (i.e. cell/smart phones, laptops, iPads, etc.) **must be powered down and put away unless otherwise indicated by the professor.** Cell phones may be left on vibrate for emergency notification purposes only. Students will be allowed to use the electronic devices during designated technology breaks. Texting or other cell phone use during class time may result in a reduction of your participation points

□ **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.

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

Technical Information for Hybrid 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, print Portable Document Format (PDF) files. <http://getadobe.com/reader/>
- <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/windows-media-player](#)

Textbook:

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

UNIVERSITY POLICIES

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>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.utt Tyler.edu/about/campus-carry/index.php>

Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit <http://www.utt Tyler.edu/tobacco-free>

Grade Replacement/Forgiveness and Census Date Policies

The Census Date 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 The specific Census Date

for each term can be found online on the Academic Calendar.

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. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.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.

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.

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.