School of Education

EDSP 3351
Managing and Instructing Diverse Learners
University of Texas at Tyler – College of Education
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Course: EDSP 3351.060
Semester   Fall 2024
Location: Online

<mark>Last Day to Withdraw from Class:</mark> November 4

Instructor Information
 Dr. Frank Dykes
Office: BEP 238
Office Hours: Virtual office hours 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 fdykes@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.

 B. **Student Learning Outcomes & Assessment**

1. Course Objectives and Assessments

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 online activities and small group discussions Textbook readings	Activities Discussions Quizzes and exam Final project	**TES:** 2(A)(ii), 2(B)(ii), 2(C)(iii)
Demonstrate an understanding of cultural, ethnic, and socioeconomic diversity.	Textbook readings and online assignments	Assignments Quizzes and exam Instructor feedback Final project	**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 Online modules related to exceptionalities	Assignments Quizzes and exam Instructor feedback Final project	**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	**TES:** 1(C)(i), 2(A)(iii), 2(B)(ii)
Identify appropriate educational delivery systems for diverse and exceptional populations.	Textbook readings and online assignments Teacher interviews	Assignments Instructor feedback Quizzes and exams Interview report	**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	**TES:** 4(A)(i)(ii)(iii)
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	**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 online assignments Discussions PBIS and classroom management activities	Assignments Discussions Quizzes and exam Instructor feedback	**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 online assignments FBA and BIP activities	Assignments Quizzes and exam Instructor feedback FBA and BIP activities	**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 FBA and BIP activities	**TES:** 4(C)(i)(ii), 5(A)(ii), 5(C)(i)(ii), 5(D)(i)(ii)

		Assignments	
Highlight strategies to promote socially appropriate behavior.	Textbook readings and on line assignments PBIS activities	Assignments Quizzes and exam Instructor feedback	**TES:** 4(A)(i)(ii)(iii)
Recognize peer influences on behavior.	Textbook readings and on line assignments	Assignments Quizzes and exam Instructor feedback	**TES:** 4(A)(ii)(iii)
Acquire skills for promoting appropriate social interactions with peers and adults.	Textbook readings and on line assignments	Assignments Quizzes and exam Instructor feedback	**TES:** 6(B)(i)

C. 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 assigned activities, discussions, quizzes, projects, zoom conferences, and exams.

Summary of Course Assignments:	**Percentage**
Lectures/Assignments	30%
Padlet Intro/Reflection	5%
Teacher Interview	40%
Final Exam	25%

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 a current (not a retired teacher) 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**

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

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. Smith, D. D., Tyler, N. C., Skow, K. G., *Introduction to Contemporary Special Education: New Horizons.* Pearson, NY, NY, 2018. ISBN 13-9780134446660

1. Other readings as assigned in class. Access to any readings other than your textbook will be provided by the instructor.

2. *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 with12-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 plagiarism software within Canvas.
- 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. 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.

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

For this course, **AI is not permitted in this course at all.** I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values

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

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 throughscholarly 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 <mark>current K-12 public school teacher</mark> to interview. **This interview will be conducted via Zoom. Each of you have a UT Tyler Zoom account. You will find specific information in our Canvas modules that provides explicit instruction on how to use your Studio Account in Canvas to complete this activity.**

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 <u>BRIEF</u> 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).** <mark>**This section needs to be written as a narrative not as a question and answer session.**</mark>

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/SLP?

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)

Course Calendar
Subject to Change
Check Canvas and Email for Updates

Date	Topic	Reading/Assignment	What's Due
August 26-September 8	Exceptionalities and Supporting All Learners	Chapters 1-2	Module 1 Activities
September 9-22	Culturally and Linguistically Diverse Students/Individual Programs and Services	Chapters 3-4	Module 2 Activities
September 23-Oct 6	Speech and Language Impairments/Learning Disabilities	Chapters 5-6	Module 3 Activities
Oct 7-Oct 20	ADHD/Autism	Chapters 7-8	Module 4 Activities
Oct 21-November 3	Intellectual Disability/Emotional Behavioral Disorders	Chapters 9-10	Module 5 Activities
November 4-17	Physical Disabilities	Chapter 11	Module 6 Activities/Teacher Interview Due
Nov 18-Dec 8	Gifted and Talented	Chapter 15	Module 7 Activities
Dec 9-13	Final Exam	Final	Due December13th by 11:59 p.m