

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

Course: EDSP 3351-001
Semester & Year: Fall 2022
Time and Days: M&W 11:00 a.m.-12:20 p.m.
Location: BEP 213

EDSP 3351-002
Semester & Year: Fall 2022
Time and Days: Tu&TR 5:30:00 a.m.-6:50 p.m.
Location: BEP 213

Instructor Information

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Office: BEP 247E

Office Hours: Mondays & Wednesdays 12:30-2:00 p.m.
Tuesdays and Thursdays 2:45-5:15

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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

Demonstrate an understanding of federal laws that protect students with disabilities (the Individuals with Disabilities Education Improvement Act (IDEIA) and Section 504 of the Americans with Disabilities Act (ADA)).

Demonstrate use of respectful and accurate language related to persons with disabilities.

Identify concepts and terminology relevant to the education of students identified as having a disability.

Demonstrate an understanding of processes related to the delivery of appropriate education to students with disabilities

Demonstrate an understanding of diversity as it relates the education of students with disabilities.

Demonstrate an understanding of the impact children with disabilities can have on families

Demonstrate knowledge of ways to provide supports to families of students with disabilities.

Demonstrate a knowledge of characteristics commonly associated with different types of disabilities.

Demonstrate a knowledge of educational and behavioral practices that support the success of students with disabilities.

C. Required Text

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

NOTE: Students are under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook is available from independent retailers, including an online retailer.

2. Other readings as assigned in class.

3. Students will access class resources (including readings) and grades through Canvas.

Tentative Schedule – subject to announced changes

| Week | Topic | Assignments |
|-----------|--|--|
| August 22 | Overview and Review of the Syllabus Completion of Qualtrix Survey Person first language “Disability” vs. “Handicap” | Complete questions on background of class members Review examples of appropriate and in appropriate language Chapter 1 |
| August 29 | *Follow-up on information gathered in Qualtrix Survey Brief review of Person First Language Historical perspectives of Persons with Disabilities | Refer to resource documents in the provided |

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|---------------------|---|---|
| | | |
| September 5 | <p>What is Special Education?</p> <p>Special education vocabulary.</p> <p>Who is eligible for special education and who is receiving it?</p> | <p>Chapters 3 and 4</p> <p>Resource materilas</p> |
| September 12 | <p>Issues related to identifying students for special education services</p> <p>Over identification and under identification</p> <p>Introduction of RTI</p> | <p>Chapters 2 and 3</p> |
| September 19 | <p>Introduction to Section 504 of the Rehabilitation act of 1973</p> | <p>Refer to resource readings</p> |
| September 26 | <p>Designing educational plans for students with disabilities</p> | <p>Reference Chapter 4</p> <p>Reference Texas IEP Template Read</p> <p>Resource Materials</p> |
| October 3 | <p>The roles of teachers and families in the education of children with disabilities</p> | <p>Read Resource materials</p> |
| October 10 | <p>Learning Disabilities</p> | <p>Chapter 6 and resource materials</p> |
| October 17 | <p>Attention Deficit Hyperactivity Disorders</p> | <p>Chapter 7 and resource materials</p> |

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|--------------------|--|--|
| October 24 | Autism Spectrum Disorder | Chapter 8 and resource materials |
| October 31 | Emotional Disturbance/Behavior Disorders | Chapter 10 and resource materials |
| November 7 | Intellectual Disabilities | Chapter 9 and resource materials |
| November 14 | Lessons from Parent and Teacher Interviews Introduction to Low-Incidence Disabilities | Sharing and discussions Chapter 11 and resource materials |
| November 21 | Thanksgiving break | |
| November 28 | Low Incidence Disabilities Continued | Guided questions for chapters 12-14 |
| December 5 | Final Exam | |

D. 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 activities/assignments, quizzes/exams, and interviews.

| Summary of Course Assignments: | Maximum Points |
|--------------------------------|-------------------|
| Assigned Activities | 150 points |
| Teacher Interview | 50 points |
| Family member interview | 50 points |
| Exams | 300 points |
| Total Points Available | 550 points |

The last day to withdraw from courses is Friday, November 4

Grading is based on your accumulated points for assignments, quizzes and interviews as a percent of total points (550). *The grade for each assignment and quiz will be posted in Canvas. If you need to discuss an assigned grade with me, please contact me by email; and we will schedule a time to discuss your concern.*

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59 & less

Person First Language. The language we use 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 a label or a category. For example, refer to “a student with a learning disability” and not “a learning disabled student”.

Teacher Interview

This activity will require you to interview your cooperating teacher or another teacher who works in a public school or a charter school. DUE BY November 11.

Family Member Interview

This activity will require you to interview a member of the immediate family of a student with a disability. DUE BY November 11.

Quizzes and Exams

Quizzes/exams are intended to measure students’ comprehension of course material (lectures, resource materials, class discussions, and assigned readings).

It is expected that assignments be turned in on time. Late assignments may be subject to a penalty unless prior approval is granted by the instructor.

Students will access class notes, resource materials, and grades, through Canvas.

24/7 Canvas support

If you experience technical problems or have a technical question about this course or Canvas, you can obtain assistance by contacting the **UT Tyler 24/7 Canvas Support** and can be accessed by clicking **Help** at the bottom of the Global Navigation Menu on the far left side of the browser window. **Note:** Canvas support can only be accessed when you are logged into Canvas. From this menu you can select **Chat with Canvas Support** or you can choose to call the **Canvas Support Hotline**.

Before you contact Canvas Support, be sure to have ready 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 error number

What you were doing at the time you got the error message

You can also access the [Canvas Student Guide \(Links to an external site.\)](#) which contains helpful information on using the different features of Canvas.

UT Tyler IT Support

If you are experiencing login/password problems or need support for other technical issues, contact [Campus Computing Services \(Links to an external site.\)](#) located in the Business Building (BUS 101), by phone 903-565-5555, or by email at itsupport@uttyler.edu.

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 and possible dismissal from the program. 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.

UNIVERSITY POLICIES and RESOURCES

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.uttyler.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.uttyler.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.uttyler.edu/tobacco-free>

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 Fall, the Census Date is September 11.) 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.

The Census Date (September 11) 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.

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:

Academic Dishonesty. Academic dishonesty (e.g., cheating, plagiarism, collusion) will NOT be tolerated and may result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class and possible dismissal from the Educator Preparation Program. 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.

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.

UT Tyler Resources for Students:

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 appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu

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/>

Instructions for Family Member Interview

Interview only one family member Due by November 11, 2022

Provide the **first name** of the family member with the disability.

- A. Description of Immediate Family Member: For example, Mother, brother, etc. If you interview a sibling, identify the gender and whether s/he is older or younger than the student with the disability.
- B. Section B has two sets of questions. **Use only the set that is related to the family member you interview – parent of sibling.**

Information from a **parent** interviewee:

- When did you suspect that (name of child) was not developing normally or had a disability?
- How did you react when your suspicions were confirmed?
- How did other members of your **immediate** family react when they learned of (name)'s disability?
- Has (name of child)'s disability had an impact on members of your **extended** family?
 - If "yes", please describe the impact.
- What supports does (name) receive from members of your family?
- Who provides most of the needed support?
- How are you involved in (name)'s education?
- What is your opinion of the quality of the education (name) receives?
- What aspects of the education are you pleased with and where do you think improvement is needed?

B. Information from a **sibling** interviewee:

- When did you learn that (name) or had a disability?
- How did you react when you learned of the disability?
- What impact does (name)'s disability have on your daily life and that of your **immediate** family?
- Has (name)'s disability had an impact on members of your **extended** family?
 - If "yes", please describe the impact.
- What supports does (name) receive from members of your family?
- Who provides most of the needed support?
- What supports do you provide?

C. Your reactions to/reflections on the interview experience. **At least two paragraphs**

D. What did you learn from the interview that will make you a better teacher for (name of person with a disability) if (name of person with a disability) were in your class? **At least two paragraphs.**

Sections A and B have a combined value of 25 points. Your report will be reviewed from the perspective of format, spelling, grammar, and punctuation.

Sections C and D each have a value of 12.5 points. They will be evaluated on the bases of a clear connection to responses provided in section B, spelling, grammar, and punctuation. If the family member provided information beyond responses to the questions listed in B and that information influenced your narratives in C and D, the additional information should be reported/summarized after the last question in the interview and before Section C.

Instructions for Teacher Interview
Due by November 11, 2022

You will need to identify a public school or charter-school teacher to interview. **Do not interview a private school teacher or a special education teacher.** The teacher should be working at the grade level and in the discipline you are preparing to teach. For example, if you are in the BED/BSIS preparation program, the interviewee should teach in K-6th grade. Students in the Communications Disorders and BAAS programs should also interview K-6th grade teachers. Students in an EC-12 certification preparation program should interview a teacher in their discipline, for example, Music. Students preparing to be secondary teachers should interview a high school teacher in their discipline, for example, English. Please contact me if you have a question about the type of teacher you should interview.

The report should include:

- A. Teacher Description.** This would include such information as: the initials and gender of the teacher (for example Mrs. D.) number of years teaching, number of years in current teaching position, subjects taught during teaching career and type of degree.
- B. Information obtained from the teacher must include the following:**
A question and answer (Q &A) format should be used in this section of the report.

Q 1. As a college student or teacher trained through an alternative certification program, what preparation did you receive in working with students with disabilities?

Answer:

Q2. What type of training does the school district/campus provide for working with students with disabilities?

Answer:

Q 3. What are your responsibilities in the process of identifying students with disabilities?

Answer:

Q4. How many students with disabilities are in your class this semester?

Answer:

Q5. What role have you played in the preparation of an Individualized Education Plan or an Individual Accommodation Plan?

Answer:

Q6. In what ways do you collaborate with the special education staff on your campus to educate students with disabilities in your classroom?

Answer

Q7. Outside of the report card, what other ways do you communicate the academic progress of special education students in your classroom?

Answer:

Q8. What is your opinion regarding special education services in your school?

Answer:

C. Your reactions to/reflections on the experience. *At least two paragraphs.*

D. What did you learn that will make you a better teacher? *At least two paragraphs.*

Sections A and B have a combined value of 25 points. Your report will be reviewed from the perspective of format, spelling, grammar, and punctuation.

Sections C and D each have a value of 12.5 points. They will be evaluated on the bases of a clear connection to responses provided in section B, spelling, grammar, and punctuation. If the teacher provided information beyond responses to the eight questions in B, and that information influenced your narratives in C and D, the additional information should be reported/summarized after question 8 and before Section C.