

University of North Texas at Dallas
School of Education & Educational Leadership, Department of Education, Special
Education Program
Spring 2016 Syllabus

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| EDSP 4330D-090: ADVANCED EDUCATIONAL STRATEGIES FOR EXCEPTIONAL LEARNERS - 3 HRS | |
| School of Education and Human Services | |
| Instructor Name: | Larry C. Bryant, PhD |
| Office Location: | Dallas 1 258 |
| Office Phone: | (972) 338-1339 |
| Email Address: | Larry.Bryant@untdallas.edu <i>(If you are seeking a response. Your communication must be in the form of a question. If it is not, your communication will be presumed as an informative statement; thus no response will be offered.)</i> |
| Office Hours: | Monday, Tuesday, & Thursday 2:00 – 5:00 PM; Other times by appointment. |
| Classroom Location: | DAL1 204 |
| Class Meeting Days & Times: | Tuesday 5:30PM – 8:20PM - Jan 19 – May 3 |
| Course Catalog Description: | This course is designed to equip students with the knowledge and skills necessary for developing and implementing specialized learning environments, individualized educational plans and instructional strategies for students with disabilities. An emphasis will be placed upon the design and delivery of specific strategies for teaching content area, social and behavioral skills, meta-cognitive and study skills, academic survival skills, and skills for independent daily living (or life skills). All content will focus on the use of evidence-based practices to promote the active engagement, learning and behavior of students with disabilities across a variety of educational environments. This course has a field-based component. |
| Prerequisites: | All Program Coursework, Excluding: EDSP 4340 & 4350, EDEE 4330 |
| Required Text & Materials: | <ul style="list-style-type: none"> • Informal Inventory Assessment Materials • Region 10. Crisis Prevention Institute (CPI) Training/TBSI Module 7 – Certification • Schumaker, J.B., Sheldon, J.B. (1999). Proficiency in the Sentence Writing Strategy: Instructors manual. University of Kansas, Center for Research on Learning: Lawrence, Kansas. • Schumaker, J.B., Sheldon, J.B. (1998). Proficiency in the Sentence Writing Strategy: Student Lessons Vol. 1. University of Kansas, Center for Research on Learning: Lawrence, Kansas. • Schumaker, J.B., Denton, P.H., Deshler, D.D. (1984). The Paraphrasing Strategy. University of Kansas, Center for Research on Learning: Lawrence, Kansas. • <i>1 Large (2" - 3") 3 Ring Binder, Clip board, Ruler, Colored Pencils, Adhesive, Eight Pocket Folders, Construction Paper, Laminate, Pack of 3X5 Unlined Index Cards, Paper Rings, Single Hole Punch, Timer, Digital Recorder.</i> |
| Access to Learning | UNT Dallas Library: |

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| Resources: | phone: (972) 338-1616; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fheg.follett.com |
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Students who complete the Special Education Program will have the following skills:

| <i>CEC Standard</i> | <i>Knowledge and Skill</i> |
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| <i>Foundations</i> | <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • <i>Historical and philosophical foundations of services for young children both with and without exceptional learning needs.</i> • <i>Trends and issues in early childhood education and early childhood special education.</i> • <i>Law and policies that affect young children, families, and programs for young children.</i> <p><i>Skills: Same as INTASC Standards</i></p> |
| <i>Development and characteristics of learners</i> | <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • <i>Theories of typical and atypical early childhood development.</i> • <i>Effect of biological and environmental factors on pre-, peri-, and post-natal development.</i> • <i>Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.</i> • <i>Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.</i> • <i>Impact of medical conditions on family concerns, resources, and priorities.</i> • <i>Childhood illnesses and communicable diseases</i> <p><i>Skills: Same as INTASC Standards</i></p> |
| <i>Individual learning differences</i> | <p><i>Knowledge: Same as INTASC Standards</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • <i>Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.</i> |
| <i>Instructional strategies</i> | <p><i>Knowledge: Same as INTASC Standards</i></p> <p><i>Skills:</i></p> <ul style="list-style-type: none"> • <i>Use instructional practices based on knowledge of the child, family, community, and the curriculum.</i> • <i>Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.</i> • <i>Prepare young children for successful transitions.</i> |
| <i>Learning environments/social</i> | <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • <i>Medical care considerations for premature, low-birth-weight, and</i> |

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| interactions | <p><i>other young children with medical and health conditions.</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Implement nutrition plans and feeding strategies.</i> • <i>Use health appraisal procedures and make referrals as needed.</i> • <i>Design, implement, and evaluate environments to assure developmental and functional appropriateness.</i> • <i>Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.</i> • <i>Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments</i> |
| Language | <p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Support and facilitate family and child interactions as primary contexts for learning and development.</i> |
| Instructional Plan | <p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Implement, monitor and evaluate individualized family service plans and individualized education plans.</i> • <i>Plan and implement developmentally and individually appropriate curriculum.</i> • <i>Design intervention strategies incorporating information from multiple disciplines.</i> • <i>Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.</i> |
| Assessment | <p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Assess the development and learning of young children.</i> • <i>Select, adapt and use specialized formal and informal assessments for infants, young children and their families.</i> • <i>Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.</i> • <i>Assist families in identifying their concerns, resources, and priorities.</i> • <i>Participate and collaborate as a team member with other professionals in conducting family-centered assessments.</i> • <i>Evaluate services with families.</i> |
| Professional and ethical practice | <p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Organizations and publications relevant to the field of early childhood special education.</i> |

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| | <p>Skills:</p> <ul style="list-style-type: none"> • <i>Recognize signs of child abuse and neglect in young children and follow reporting procedures.</i> • <i>Use family theories and principles to guide professional practice.</i> • <i>Respect family choices and goals.</i> • <i>Apply models of team process in early childhood.</i> • <i>Advocate for enhanced professional status and working conditions for early childhood service providers.</i> • <i>Participate in activities of professional organizations relevant to the field of early childhood special education.</i> • <i>Apply research and effective practices critically in early childhood settings.</i> • <i>Develop, implement and evaluate a professional development plan relevant to one's work with young children.</i> |
| <p>Collaboration</p> | <p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Dynamics of team-building, problem-solving, and conflict resolution.</i> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Assist the family in planning for transitions.</i> • <i>Communicate effectively with families about curriculum and their child's progress.</i> • <i>Apply models of team process in early childhood settings.</i> • <i>Apply various models of consultation in early childhood settings.</i> • <i>Establish and maintain positive collaborative relationships with families.</i> • <i>Provide consultation and instruction specific to services</i> |

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| <p>Dr. Bryant's Academic Pedagogy (Social Constructivism)</p> | |
| <p>Behaviorism</p> | <p>Behavioralism is a worldview that operates on a principle of "stimulus-response." All behavior caused by external stimuli (operant condition). All behavior can be explained without the need to consider internal mental states or consciousness.</p> |

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| | <p>Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increases the probability that the antecedent behavior will happen again. In contract, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavolv’s dogs) and generalized to humans. Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism.</p> <p><i>Theoriest: John B. Watson, Ivan Pavlov, B.F. Skinner, E.L. Thorndike (connectionism), Bandura, Tolman (moving toward cognitivism)</i></p> |
| <p>Constructivism</p> | <p>Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representation are subjective.</p> <p>A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypothesis of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner’s previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.</p> <p><i>Theorist: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner</i></p> |

| <p align="center">Dr. Bryant’s Student Success Model</p> | |
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| <p>All Students</p> | <p>All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.</p> |
| <p>Some Students</p> | <p>Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.</p> |
| <p>Few Students</p> | <p>Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.</p> |

Student Learning Outcomes (SLO)

Upon completion of this course, you will:

1. Demonstrate a thorough understanding of the special education process for developing an IEP; its components, methods for implementing instruction based on IEP goals and objectives, and determining educational placements.

2. Demonstrate knowledge and skills in applying instructional strategies for teaching:
 - (a) Social and behavioral skills;
 - (b) Metacognitive and study skills;
 - (c) Content area skills;
 - (d) Skills for life-skills instruction.
3. Demonstrate knowledge and skills in utilizing and evaluating evidenced-based practices to promote the active engagement, learning and/or behavior of a specific student with a disability in your field site or service learning environment.
4. Demonstrate skills in developing metacognitive strategies to enhance one's own performance through the application of various learning strategies.

COURSE OBJECTIVES

Students will demonstrate the ability to:

1. Explain legal responsibilities of the classroom teacher to the child with a disability
2. Complete a case study by developing a profile of a student with a disability
3. Create lesson plans to meet the needs of students with disabilities.
4. Plan for special education services for students in the least restrictive environment.
5. Discuss the role of classroom teacher in the referral process and the development of an Individual Educational Plan (IEP).

COURSE CONTENT OBJECTIVES

Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

This course addresses the following **National & State Standards** and Competencies:

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| INTASCT | Council of Exceptional Children | TExES EC-12 Standards |
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| <p>STANDARD 4: Multiple Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p> | <p>Standard 4: Instructional Strategies Special educator's posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula³ and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</p> | <p>Special Education EC–12 Standard VI: The special education teacher understands and applies knowledge of procedures for planning instruction and managing the teaching and learning environment.</p> |
| <p>Standard 7: Planning The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p> | <p>Standard 7: Instructional Planning Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover,</p> | <p>Special Education EC–12 Standard X: The special education teacher promotes students' academic performance in all content areas by facilitating their achievement in a variety of settings and situations.</p> <p>Special Education EC–12 Standard XI: The special education teacher promotes students' performance in English language arts and reading.</p> <p>Special Education EC–12 Standard XII:</p> |

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| | <p>special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.</p> | <p>The special education teacher promotes students' performance in mathematics.</p> |
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Class Schedule – EDSP 4330

| Date | Topic / Chapter | Due |
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| January 19 | Introduction and course | - Get your textbook and review |

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| | overview Response to Intervention | syllabus so that you can ask questions during our next class meeting. - Intro to course and syllabus review - Think of the outcomes that must be met and how you are going to accomplish these tasks... Ask questions and plan with the end in mind. |
| January 26 | Assessing & Teaching Oral Language Assessing & Teaching Reading: Phonological Awareness, Phonics, and Word Recognition | * <i>PDP Activity</i> * <i>Begin Making Assessments</i> |
| February 2 | Assessing Vocabulary Assessing Fluency and Comprehension Introduction to SIMS | * <i>Instructional Blue Print</i> * <i>Have Assessments Made</i> |
| February 9 | Writing IEP Goals Assessing and Teaching Mathematics | * <i>Skeleton of the IEP/ARD</i> Graphing data Review* <i>Portfolio Checkpoint</i> |
| February 12 | Data Day | Analyze Data; Develop Groups; Create Strategies; Create Graphs |
| February 16 | The Strategic Instructional Model (SIM)© Paraphrasing Strategy | * <i>Quiz 1</i> |
| February 23 | The Strategic Instructional Model (SIM)© - Paraphrasing Strategy | * <i>IEP</i> |
| March 1 | The Strategic Instructional Model (SIM)© - Proficiency in the Sentence Writing Strategy | TBD |
| March 8 | | NO CLASS |
| *March 15 | Spring Break | * <i>Strategies Demonstrations</i> |
| March 22 | Planning and Teaching for Understanding Approaches to Learning and | * <i>Portfolio Checkpoint</i> |

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| | Teaching | |
| March 29 | Writing Strategy | <i>Quiz 2</i> |
| April 5 | Assessing and Teaching Writing and Spelling <i>Error Pattern Analysis</i> Ashlock (2010) | |
| *April 12 | Online Module: Wrap-Up- RTI (Part 3): Reading Instruction http://iris.peabody.vanderbilt.edu/rti03_reading/chalcycle.htm Online Module: High Quality Mathematics Instruction: What teachers should know http://iris.peabody.vanderbilt.edu/module/math/#content | NO CLASS Online Modules |
| April 19 | | |
| April 26 | Chapters 9, 11, Ashlock book, RTI (Part 3) Module, and select questions from quizzes 1 & 2). | <i>Quiz 3</i> |
| May 3 | Case Study Presentation | |
| May 10 | Final's Week | |

NOTE: This schedule is subject to change given unusual circumstances and professor discretion.

COURSE EVALUATION METHODS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

Professionalism, Punctuality, and Participation

Professionalism. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

****This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade. In addition, students will complete weekly assignments and participate in discussion forums. Students will also develop a portfolio, which is due at the end of the semester. Items that must be in the portfolio include the following (see appendix for details):**

Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material (s) that depicts your activities, accomplishments, and achievements during this course. The collection should

include evidence of your *reflection* and *self-evaluation*, guidelines for selecting the portfolio contents, and criteria for judging the quality of your work (*see appendix*). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. We will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process - First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any record. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment

- Promoting student self-evaluation, reflection, and critical thinking.
- Measuring performance based on genuine samples of student work.
- Providing flexibility in measuring how students accomplish their learning goals.
- Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
- Giving students the opportunity to have extensive input into the learning process.
- Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
- Providing a process for structuring learning in stages.
- Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
- Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

List of Portfolio Content
(See Appendix for Detailed Information)

** Each content activity MUST include a reflection (*see appendix*)

Participation (140 Points): You are expected to fully participate in all class activities, including lectures and discussions, demonstrations, role plays, presentations and discussions, small-group projects, collaborative learning activities, etc. Generally, it is expected that all students will make at least one contribution to the class discussion every class period. You are solely responsible for items on the quizzes, whether they are covered in class or not.

Literature Review Research Activity with Reflection (50 Points): You have one literature review research activity. Literature review will provide you with a solid background knowledge base for your own future research, gives you an overview on a topic, justifies your research, establishes your credibility on a topic and keeps you up to date on a topic. You will discuss published information about a specific topic (summarize, synthesize and critically analyze). A literature review **Summarizes** - existing current research on a specific topic. It's not an exhaustive summary of all articles but only materials that are directly relevant to the narrowed topic; not a list of articles but a recap of important information on a topic, and draws upon the most recent, relevant, and reviewed articles. **Synthesize** - identifies the controversies and differences of opinions, finds the holes/gaps in current reproach on a topic, uses the thesis statement to organize the summaries and compares the contrasts articles. **Critically analyze** - reads research with a questioning perspective, does not take a study at face value but probes deeper into the study, takes the reader's perspective into account when reading research, thinks about the author's perspective in the research and thinks about the findings in a broader context. To begin your assignment: (a) chose a topic (narrow and specific), (b) find sources (current, peer reviewed) and (c) create a thesis statement. Your Lit review should have three parts: (1) Introduction, (2) Body and (3) Conclusion. Complete your work using evidence to make your point, be selective, use quotes sparingly, careful when you paraphrase and be sure to use APA writing style ONLY.

Whole Brain Notebook with Reflection (100 points): The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Introduction and Extroduction Activities with Reflection (20 Points): The introduction and extroduction activities consist of the following projects and are valued at 10 points each, however, in order to continue with the course, you MUST complete the introduction activity: Introduction activity is a "Welcome to my class" scavenger hunt of the course syllabus, while the Extroduction to be completed and turned in with your Portfolio is your "reflective narrative" regarding how you met the student learning outcomes of the 9 course goals (found in the syllabus). You must reflect on

the entire course and identify what activities you did to help you meet the goals of the course. Details are critical.

Exams (3 Quizzes @ 50 = 150 Points): There will be three (3) exams covering all readings, assignments, lectures, and activities covered prior to each exam. The three exams will be based on the information presented by the instructor, guest speakers, and/or through class readings and discussions during class. Examinations may consist of multiple choice, matching, and/or constructed responses (short answer) questions. Lastly, the exams are constructed using the identical questions from the weekly probes.

Professional Development Plan with Reflection (50 points): The purpose of the professional development plan is to make you self aware of your strengths and deficits. Using sections from the CEC standards, you will draw your attention to an area where you want to discover and grow. In addition, you will select 3 current professionals to assist you in obtaining your goal. Also, you will monitor your progress and generate 3 reports on the implementation and the progress of your plan. The reports will be submitted to your support agents and your portfolio.

“All In” Project Group Presentation with Reflection (100 points): The purpose of this assignment is to extend knowledge beyond the textbook on how to effectively apply various instructional strategies for teaching content area skills, social and behavioral skills, meta-cognitive and study skills, academic survival skills, and skills for independent daily living of students with disabilities. The presentation will be in the form of a mini workshop. A detailed description for completing this assignment and a Rubric will be given in class (*done in conjunction with the student teacher appreciation social*).

Service Learning and Reflective Journal with Reflection (50 points): You will be expected to devote a minimum of 60 hours working with a particular student or students to demonstrate knowledge and skills in utilizing evidence-based practices to promote the active engagement, learning and/or behavior of a specific student.

***TK20 Special Education Process Case Studies also known as the GOM Project with Reflection (100 points):** This assignment exposes you to the special education process: (a) Referral, (b) Assessment, (c) Data Analysis, (d) Present Level of Performance, (e) Eligibility Determination, (f) Individualized Education Plan Development, (g) Monitor the Program, (h) Analyze Program Data, (i) Review the Program for Effect and (j) Generate Report of Program Outcomes. In addition, using data obtained through this process, you will develop an academic program (Individualized Instructional Plan) for your case study.

Extra Credit

There is no extra credit offered in this course.

ATTENTION:

ALL ASSIGNMENTS AND ACTIVITIES MUST BE INCLUDED IN THE FINAL PORTFOLIO. IF ONE ITEM IS NOT INCLUDED, YOUR PORTFOLIO AND GRADE FOR THIS COURSE WILL BE A “F”!!!

GRADING PROCEDURES:

Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. **It is advised that you keep track of your points throughout the semester so that you know your grade.**

| Method | Points |
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| Attendance & Participation | 140 |
| Literature Review Research Activity | 50 |
| Whole Brain Notebook | 100 |
| Introduction and Extrodution Activities | 20 |
| Quizzes (3) | 150 |
| Professional Development Plan | 50 |
| “All In” Project Group Presentation | 100 |
| Service Learning Reflective Journal | 50 |
| * TK20 Key Assignment Special Education Process | 100 |
| Total | 860 |

Grade Distribution

| GRADE | POINTS |
|--------------|---------------|
| A..... | 90-100% |
| B..... | 80-89% |
| C..... | 70-79% |

UNIVERSITY POLICIES AND PROCEDURES

STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or 972-780-3632.

ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

Use of Person-First Language: You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations.

Written Assignments:

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

EXAM POLICY

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

ATTENDANCE AND PARTICIPATION POLICY

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Punctuality. Attendance and punctuality are salient indicators of one’s personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

Important: The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

For every two (2) class sessions missed, your final grade for the course will be lowered one letter. Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2nd class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

For online sessions, complete and timely submission of work is also included. When documents are posted online, you need to ensure that they are in a format in which the instructor can read. For this course, that means Word or pdf documents ONLY.

DIVERSITY/TOLERANCE POLICY:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions, which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

CHEATING AND PLAGIARISM POLICY

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “plagiarism” includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

JAGUARCONNECT MAIL

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how

to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

TECHNOLOGY INTEGRATION POLICY

The Elementary Education program area supports technology integration to assist pre-service and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.