

University of North Texas at Dallas
Fall 2012
SYLLABUS

EDSP 4330D-090: ADVANCED EDUCATIONAL STRATEGIES FOR EXCEPTIONAL LEARNERS 3 HRS	
Division of Education and Human Services	
Instructor Name:	Larry C. Bryant, PhD
Office Location:	Dallas 1 259
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Office Hours:	Tuesday and Thursday 2:00 – 5:00 PM Other times by appointment.
Classroom Location:	DAL1 244
Class Meeting Days & Times:	Wednesday 5:00PM – 7:50PM - Aug 29 – Dec 12
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:	EDSP 3210 or equivalent EDSP 3240, EDRE 4860
Required Text:	Mercer, C.D., & Mercer, A.R. (2010). <i>Teaching students with learning problems</i> (8 th ed.). Columbus, Ohio: Merrill Prentice Hall.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhg.follett.com

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	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.
Few Students	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.

COURSE OBJECTIVES

Upon completion of this course, you will:

1. Demonstrate a thorough understanding of the 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 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.

COURSE OUTCOMES: Students will be able 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. Adapt 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).

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

INTASCT	Council of Exceptional Children	TExES EC-12 Standards
<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 educators possess 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</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>instructional variables. Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, 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>Special Education EC–12 Standard XII:</p> <p>The special education teacher promotes students' performance in mathematics.</p>
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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 call Laura Smith at 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.

Course Website (Blackboard): Visit the course (EDSP 4330) website for updates on course content, posting questions that you were unable to ask in class due to lack of time, and general communication. Understand that the course website is the instructor's method of communicating with you between classes. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class.

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 preservice and inservice teachers to design and implement curricular and instruction activities, which infuse technology throughout the elementary and middle school curriculum.