

University of North Texas at Dallas
Fall 2010
SYLLABUS

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| EDSP 3210.091 Educational Aspects of Exceptional Learners 3 hours | | | | | |
| Department of | | Special Education | Division of | | Education |
| Instructor Name: | | <i>Ms. Marty Walter</i> | | | |
| Office Location: | | <i>UNT –Dallas campus</i> | | | |
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| Office Hours: | | By appointment | | | |
| Classroom Location | | <i>Room 344</i> | | | |
| Class Meeting Days & Times: | | Meets Thursday 4:00-6:50 | | | |
| Course Catalog Description: | | Overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. The teacher's role in identification and referral procedures and implementation of effective educational practices as required by federal and state law are examined. | | | |
| Required Text: | | <p>Hallahan, D. P., Kauffman, J. M. & Pullen, P. (2009). <i>Exceptional learners: Introduction to special education</i>. (11th ed.). Boston: Allyn & Bacon.</p> <p>One of the following books by Torey L. Hayden or another of her books: <i>Somebody Else's Kids</i> <i>Just Another Kid</i> <i>Ghost Girl</i> <i>Twilight Children</i></p> <p>I have a number of these books to be checked out. First come, first served. You MUST contact me through my personal email to reserve. These books can also be purchased very cheaply from www.half.com or www.BN.com (Barnes and Noble). Simply put in Torey Hayden or type the name of the book. http://www.torey-hayden.com</p> <p>Reading on Reserve in Library-Dallas –should have come with your textbook Hallahan, D. P., Kauffman, J. M. & Pullen, P. (2009). <i>Cases for reflections and analysis for exceptional learners: Introduction to special education</i>. Boston: Allyn & Bacon.</p> | | | |
| Access to Learning Resources: | | <p>UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm</p> <p>UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com</p> <p>Texas Education Agency Websites; Other ONLINE resources (TBA) TK20 http:// www.coe.unt.edu/tk20 Student subscriptions are effective for 7 years from date of purchase.</p> | | | |

Course Goals or Overview: The competencies for this course are taken from the *CEC Knowledge and Skills for All Beginning Special Education Teacher of Students with Disabilities in Individualized General Curriculum*

Learning Objectives/ Outcomes:

I. Philosophical, Historical, and Legal Foundations of Special Education

- 2.1. Current educational terminology and definitions of individuals with disabilities including identification criteria and labeling controversies, using professionally accepted classification system and current incidence and prevalence figures. (K1)
- 2.2. Evolution and major perspective from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (K2)
- 2.3. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (K3)
- 2.4. The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that under gird the growth and improvement of knowledge and practice in the field of special education. (K4)
- 2.5. Legal system to assist individuals with disabilities (K5)
- 2.6. Continuum of placement and services, including alternative programs available for individuals with disabilities. (K6)
- 2.7. Laws, regulations and policies related to the provision of specialized health care in the educational settings. (K7)
- 2.8. Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities. (S3)

II. Characteristics of Learners

- 2.9. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities. (K1)
- 2.10. Various etiologies and medical aspects of conditions affecting individuals with disabilities. (K3)

IV. Instructional Content and Practice

- 2.11. Impact of disabilities on auditory skills. (K4)
- 2.12. Assist students in the use of alternative and augmentative communication systems. (S18)
- 2.13. Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications. (S19)
- 2.15. Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs. (S24)
- 2.16. Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities. (S25)

V. Planning and Managing the Teaching and Learning Environment

- 2.17. Appropriate use of assistive devices to meet the needs of individuals with disabilities. (K4)

2.18. Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum. (S6)

VII. Communication and Collaboration

219. Types and importance of information generally available from family, school, officials, legal system, community service agencies. (K4).

VIII. Professionalism and Ethical Practices

2.20. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individual with disabilities. (K2)

2.21. Types and transmission routes of infectious disease.

"All students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu> "

Supplemental materials and resources will be available on WebCT. This course will also use WebCT for various activities, mail, and assessments. Please log on immediately and check to confirm that your computer is compatible with WebCT. We will be using the WebCT Vista.

Go to: <https://ecampus.unt.edu> You will need your EUID and password. You may need to reset your password from the Summer or Spring.

3.1

Course Outline:

Demonstrate professionalism.

Students show professionalism when they: (a) attend all classes *on time* and remain in class for the duration; (b) are prepared for class discussions; (c) attend to class discussion; (d) are flexible to schedule changes; (e) and respect the opinion and rights of others. The University attendance policy is in effect for this course.

All assignments should be turned in during the class period on the day they are due. Assignments turned in after midnight on the due date are considered late.

Each student is expected to attend class. Students are allowed one absence without penalty. Any other absence is considered unexcused. 10 points will be deducted from the total points for each day absent after the one allowed absences. Any student arriving fifteen or more minutes late to class will be considered absent for that class period. In addition, students are responsible for the class content, notes, and handouts from all classes. Instructor will not keep extra handouts. Thus, pairing up with a classmate is highly suggested.

One of the requirements of this course is that you use WebCt to communicate, take exams if needed, use the discussion boards, and track your grades. You are to access <https://ecampus.unt.edu> and sign in using your EUID and password. You will then choose EDSP 3210 to access mail, study materials, announcements, grades, PPT notes, and the book companion website. It is very important that you check WebCT at least 2 times a week. Various in-class activities will be conducted requiring participation and will have a direct relationship to your final grade.

Participation WILL be a factor in your grade and may include various in-class activities, online discussions, and possible quizzes (no Pop quiz).

APA (American Psychological Association) writing format guidelines are posted and should be used when writing abstracts and preparing cover sheets. Students are expected to review all posted materials. Assignment directions and due dates are listed in the syllabus and in the calendar. Please adhere closely to the due dates.

Abstracts (AB)

Each student will complete two article abstracts. Articles must be dated 2005 or later. The student may select any article related to the education of individuals with exceptionalities. One abstract should be a research article. The other should be an information article. Abstracts should be a minimum of one and no longer than two pages in length and only written according to the following formats. Include a *hardcopy* of the article; a cover sheet in APA format, and be prepared to discuss your abstract in class if asked.

50 points/ 25 points each—Due Sept. 16th and Nov. 11th

1) Research article: including hard copy of article at the end (25 pts.)

Cover Sheet

- I. Reference (APA format)
- II. Problem (stated in question form)
- III. Procedure (how the researcher set out to answer the question)
- IV. Results
- V. Implications (for the field-what do the findings mean for teachers and

2) Opinion or information article: include hard copy at the end (25 pts.)

Cover Sheet

- I. Reference (APA format)
- II. Topic statement
- III. Summary of content
- IV. Implications (for the field-how can teachers use this information?)

Book Review (BR)

Each student will complete a book review on one of the Torey Hayden Books listed under reading requirements. Specific details for report will be posted on WebCT and covered in class. A grading rubric will be used so there will be no question regarding the content and expectations. 50 points. Due Oct. 28th

Interview with a Person with a Disability or Family of Member of a Person with a Disability (IV)

Identify a person with a disability or the family member of a person with a disability to interview. Additional assignment information is detailed on page 7 of this syllabus.

50 points—Due Oct. 21st

Disability Resource Notebook (DRN)

Format and guidelines are included at the end of this syllabus. Utilizing the TK20 Database website, this is a required assessment that must be downloaded to this one time fee site. Membership is required for all university education majors in order to be in compliance with NCATE guidelines. 100 points—Due Dec. 2nd

Case Study (CS)

Students will be required to participate in 1 case study reading. This must be completed by Sept. 23rd. Answer questions at the end of the assigned case studies. Case Study booklets are on reserve in the library and can be checked out for 45 minutes. Type in computer format only. 1@10 points=20 points. Due Sept. 23rd

Reflective Simulation Activity (RSA) 2 part (2@40)

1. Students will participate in a simulation activity outside of class and will be given ample class time to complete this activity. A reflection of that activity will be written and turned in. 40 points total. This is due anytime after directions given.
2. Students will do a presentation in groups. Details will be given later. IN-CLASS planning time will be provided. 1 @ 40=40 points total.

Exams

Each student will complete two tests and one final exam.
3 @ 50= 150 points- Exam Dates: Sept. 30th, Nov. 18th, Dec. 16th

Extra Credit Opportunities (ECO)-all optional**Online Chapter Quiz-extra points**

Students may complete an online quiz for each chapter. Quizzes can be accessed through the Textbook Companion website found on the Homepage of this class within WebCT. Complete the Multiple Choice and True False quiz for each chapter (hint: you can keep retaking it until you get a 100!). Keeping a copy for yourself will be of great help as you study for the exams as many of the questions are from the same database. These must be done for each chapter that the test is covering and brought to class or given to me the day of test (stapled), you will receive 3 points added to your test total. The 3 points are = 6 points on a traditional test. (Optional)

Various Extra Credit Opportunities (ECO) will be offered throughout the semester and listed on WebCT.

Assignment Trade-In

*Trade in Informational Research Abstract assignment for the following:

UNT Dallas Leadership Series keynote speaker TBA (may be small charge for lunch through student services)

*Trade in for the case study and you MUST register via information below:

Wednesday, Sept. 14th 8:30-11:30 "Teacher Leadership: Putting the Pieces Together." Salesmanship Center 106 E. 10th St., Dallas 75203 \$35, 214.915.1832

*Trade in for one exam for this 1 day conf. and you MUST register via information below:

Friday, Sept. 24th 8:30-3:30 "Increase Student Engagement, Motivation and Memory using RAD Neurological Strategies" Salesmanship Center 106 E. 10th St., Dallas 75203 \$60, 214.915.1832

*Trade in for the research abstract and you MUST register via information below:

Tuesday, Oct. 12th 8:30-11:30 "Constructing Successful Classrooms: Bringing the Brain to school." Salesmanship Center 106 E. 10th St., Dallas 75203 \$35, 214.915.1832

*Trade in Article abstract and you must register via information below:

Tuesday, Nov. 2nd 8:30 – 11:30 "Constructing Successful Classroom: Just a little R-E-S-P-E-C-T in the classroom." Salesmanship Center 106 E. 10th St., Dallas 75203 \$35, 214.915.1832

*Trade in for one exam (only one total) in case you missed the 1st opportunity:

Wednesday, Nov. 17th 8:30-3:30 "Michael Lentschy Presents: Scaffolding Science Inquiry through lesson design." Salesmanship Center 106 E. 10th St., Dallas, 75203, \$ 60, 214. 915.1832

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – *written tests designed to measure knowledge of presented course material*

Assignments – *written assignments designed to supplement and reinforce course material*

Projects – *web development assignments designed to measure ability to apply presented course material*

Class Participation – *daily attendance and participation in class discussions*

Grading Matrix:

| Instrument | Value (points or percentages) | Total |
|------------------------------|---------------------------------|------------|
| Abstracts | 2 at 25 points each | 50 |
| Book Review | Torey Hayden book review | 50 |
| Interview | 1 interview | 50 |
| Disability Resource Notebook | 1 notebook on chosen disability | 100 |
| Case Study | 1 case study | 20 |
| Mid Term Exam | 1 mid term | 75 |
| Reflective Activity | 2 parts | 80 |
| Final Exam | 1 final exam | 75 |
| Total: | | 500 |

Grade Determination:

100%-92% = **A** (460-500 points)

91%-83% = **B** (415-459 points)

82%-74% = **C** (370-414 points)

73%-65% = **D** (325-369 points)

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.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

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.

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.

4.0 Course Calendar

| <u>Date:</u> | <u>Topics:</u> | <u>Readings:</u> |
|------------------------------------|-----------------------------------------------------------------------------------------|---------------------|
| Aug. 26 th | Introductions/Trends/ Exceptionalities Understanding TK20 and its use | Chapter 1 Online |
| Sept. 2 nd | Acronyms, understanding the law IEP use Pre-Test | PowerPoint |
| Sept. 9 th | Trends and Issues Multicultural and Bilingual Issues Quiz Ch. 1 & 2 with acronyms | Chapter 2, 3 |
| (AB) Sept. 16 th | Parent and Families Mental Retardation Article Abstract #1 Due | Chapter 4, 5 |
| (CS) Sept. 23 rd | Case Study due Learning Disabilities F.A.T. City Video | Chapter 6 |

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|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Sept. 30 th | Exam One...Ch. 1-6 & class notes | Online |
| Oct. 7 th | Educating Peter video and Enable video | Questions |
| Oct. 14 th | Online activity | Chapter 7 |
| (IV) Oct. 21 st | Emotional/ Behavioral Disorders Interview Due | Chapter 8 |
| (BR) Oct. 28 th | Communication Disorders Book Review Due | Chapter 9 |
| Nov. 4 th | Deaf or Hard of Hearing Visual Impairment Tourettes Syndrome Video | Chapter 10 Chapter 11 |
| (AB) Nov. 11 th | Disorders of the Autistic Spectrum Low Incidence Article Abstract #2 due | Chapter 12 Chapter 13 |
| Nov. 18 th | Exam # 2 - Ch. 7-12 & class notes | Online |
| (DRN) Dec. 2 nd | Using TK20 down load information on site Disability Resource Notebook Due Physical Disabilities Gifted and Talented – Speaker Group Planning for Demonstration | On TK20 website Chapter 14 Chapter 15 |
| Dec. 9 th | Group Presentations | |
| Dec. 16 th | Final Examination | Online |

