

**University of North Texas College of Education
CAEP/NCATE Accredited Programs in Special Education**



**Course Syllabus - Spring 2018
EDSP 3210.002: Educational Aspects of Exceptional Learners (3 Credits)
T-Th 8:00 – 9:20 AM, BLB 015**

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ADA Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Student Evaluation of Teaching (SETE): Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught. I am very interested in the feedback I receive from students as I work to continually improve my teaching. I consider SETE to be an important part of your participation in this class. To learn more about SETE, please visit <http://sete.unt.edu>.

Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: **Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go <http://success.unt.edu/>.

Course Description: This course provides an overview of the unique physical, cognitive and behavioral needs of all types of exceptional learners. It examines the identification and referral procedures and effective educational practices.

1. Competency Goal Statements: The competencies for this course are taken from the *CEC Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculum*s.

I.	Philosophical, Historical, and Legal Foundations of Special Education <ol style="list-style-type: none"> 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. Evolution and major perspective from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities. (K2) 3. Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare. (K3) 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) 5. Legal system to assist individuals with disabilities (K5) 6. Continuum of placement and services, including alternative programs available for individuals with disabilities. (K6) 7. Laws, regulations, and policies related to the provision of specialized health care in the educational settings. (K7) 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 <ol style="list-style-type: none"> 9. Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities. (K1) 10. Various etiologies and medical aspects of conditions affecting individuals with disabilities. (K3)
IV.	Instructional Content and Practice <ol style="list-style-type: none"> 11. Impact of disabilities on auditory skills. (K4) 12. Assist students in the use of alternative and augmentative communication systems. (S18) 13. Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications. (S19) 14. Adapt lessons that minimize the physical exertion of individuals with specialized health care needs. (S22) 15. Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs. (S24) 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 <ol style="list-style-type: none"> 17. Appropriate use of assistive devices to meet the needs of individuals with disabilities. (K4) 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

	19. Types and importance of information generally available from family, school, officials, legal system, and community service agencies. (K4)
VIII.	Professionalism and Ethical Practices 20. Rights to privacy, confidentiality, and respect for differences among all persons interacting with individual with disabilities. (K2) 21. Types and transmission routes of infectious disease.

Competency Goal Statements/State of Texas Standards (as measured by the TExES EC-12 examination of Pedagogy and Professional Responsibilities (PPR), #160)	
Domain I	Designing instruction and assessment to promote student learning.
	Competency 001: <i>The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessments that motivate students and are responsive to their developmental characteristics and needs.</i> E. Recognizes factors affecting the social and emotional development of students in early childhood through adolescence) e.g., lack of affection and attention, parental divorce, homelessness) and knows that students' social and emotional development impacts their development in other domains (i.e., cognitive, physical). G. Understands that development in any one domain (i.e., cognitive, social, physical, emotional) impacts development in other domains. H. Recognizes signs of developmental delays or impairments in students in early childhood through grade 4.
	Competency 002: <i>The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.</i> A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning, and assessment. B. Accepts and respects students with diverse background and needs.
	Competency 004: <i>The teacher understands learning processes and factors that impact student learning and demonstrate this knowledge by planning effective, engaging instruction and appropriate assessments.</i> D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values and exploration of long-term career and life goals for older students) impact teaching and learning. M. Incorporates students' different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices. P. Applies knowledge of the implications for learning and instruction of the range of thinking abilities found among students in any one grade level and students' increasing ability over time to engage in abstract thinking and reasoning.
Domain II	Competency 005: <i>The teacher knows how to establish a classroom climate that fosters learning, equity and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.</i> A. Uses knowledge of the unique characteristics and needs of students at different developmental levels to establish a positive, productive classroom environment (e.g.,

	encourages cooperation and sharing among younger students' provides middle-level students with opportunities to collaborate with peers; encourages older students' respect for the community and the people in it).
Domain IV	<p>Competency 011: <i>The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.</i></p> <p>B. Engages families, parents, guardians and other legal caregivers in various aspects of the educational program.</p> <p>C. Interacts appropriately with all families, including those that have diverse characteristics, backgrounds, and needs.</p> <p>D. Communicates effectively with families on a regular basis (e.g., to share information about students' progress) and responds to their concerns.</p>

Competency Goal Statements/State of Texas Standards (as measured by the TExES EC-12 examination of Special Education content, #161	
1.1k.	The historic foundations, classic studies including the major contributors, and major state and federal legislation that has affected knowledge and practice of the education of individuals with disabilities;
1.3k.	Current educational terminology and definitions of a variety of disabilities, including professionally accepted classification systems and current incidence and prevalence figures;
1.4k.	Issues in definition and identification procedures for individuals with disabilities, including individuals from culturally and/or linguistically diverse backgrounds;
1.7k.	The continuum of placement and services available for individuals with disabilities
1.8k.	Assurances and due process rights related to assessment, eligibility, placement, and services;
2.1s.	Practice within the standards and policies of the profession, including the Code of Ethics and Standard Practices for Texas Educators and the Council for Exceptional Children (CEC) Code of Ethics;
2.4s.	Respect the culture, gender, and personal beliefs of individual students and families;
2.9s.	Safeguard confidentiality with regard to students with disabilities (e.g., by maintaining the confidentiality of electronic correspondence and records; ensuring the confidentiality of conversations; training related parties, such as parents/guardians and consultants, to maintain confidentiality);
3.5s.	Communicate and collaborate effectively with paraprofessionals and other school and community personnel to deliver special education services
3.6s.	Encourage and assist parents/guardians to become active participants in their children's education

2. Required Readings:

- 2.1. Hallahan, D. P., & Kauffman, J. M., & Pullen, P. C. (2015). *Exceptional learners: Introduction to special education* (13th ed.). Boston: Allyn & Bacon.
- 2.2. Additional readings (and written assignments) may be required.
- 2.3. Rossiter, J. (2010). *The APA pocket handbook*. Port St Lucie, FL: DW Publishing.
[Optional but highly recommended]

3. Performance Evaluation of Goals and Outcomes:

This course is divided into 15 units and approximately 1-2 units will be covered per week. Students are responsible for reading all assigned chapters, articles and other readings prior to class. Additionally, there will be several assignments for this course which are listed below.

- 3.1. **Participation Activities:** Students will be required to participate in various activities pertaining to the course content. To receive activity points, students will need to be present in class and fully participate and/or complete the assigned activity. Otherwise, the student will not be allowed to earn points. Additional details about these activities will be discussed in class. [**8 activities x 5 points = 40 points**]
- 3.2. **Attendance:** Students will be expected to come to class well-prepared to engage in discussions and complete in-class activities. Students will be given two (2) “freebie” days to account for absences resulting from being sick, attending a school-sponsored or professional development activity, having car trouble, and/or having other personal circumstances interfere with class attendance. However, more than 2 absences will result in a loss of attendance points based on the following criteria (**regardless of reason**):

<u># of Absences</u>	<u>Points Earned</u>
0-2	10
3	7
4	5
5+	0

- 3.3. **Disability Resource Notebook (DRN):** Students will select a disability of interest and organize a comprehensive resource notebook that may be used in the classroom. The DRN must cover a disability provided for in the Individuals with Disabilities Education Improvement Act (IDEA-2004). This notebook will serve as a resource to you, other school professionals, your students and their families. Your DRN will include 5 sections; with some sections containing three parts (e.g., Organizations and Services, Web Resources). Specific details about this assignment will be posted on BB. [**50 points**]
- 3.4. **Exams:** Students will be given three exams to test content presented in the textbook, lectures, PowerPoints, and other course materials. [**3 exams x 25 points = 75 points**]
- 3.5. **Final Exam:** Students will complete a cumulative final exam that includes questions pertaining to content from lectures and readings assigned or covered throughout the course. Final examinations will be given on the date listed in the official university calendar. [**25 points**]
- 3.6. **Grading Criteria:** Your final grade will be computed on the basis of the cumulative points at the end of the semester.

Assignment	Maximum (% of total grade)	Earned	Grading Criteria
Participation Activities (8)	40 (20%)		A = 200 – 180 B = 179 – 160 C = 159 – 140 D = 139 – 120 F = 119 – 0
DRN	50 (25%)		
Exams (3)	75 (37.5%)		
Final Exam	25 (12.5%)		
Attendance	10 (5%)		
TOTAL	200 (100%)		

4. **Administrative Policies, Requirements, and Conduct:**

- 4.1. Use Person-First language when referring to people with disabilities at all times. Please do not use labels like “Autistic,” “Aspies,” or “Retarded” because of negative connotations even if other professionals use such labels.
- 4.2. **Attendance:** 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, school, and work schedules, all students are expected to attend and fully participate in each class meeting, and arrive to class on time.
- 4.3. **Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting to ensure accuracy. Assignments are to be submitted through the Blackboard Assignment function. All students are responsible for paying careful attention to assignment submission deadlines. Late assignments will result in a decrease of 5 points for each calendar day the assignment is not turned in after the due date unless a prior agreement has been made with the professor. Understand that your overall grade will be dependent on the *quality* of your products and not on the amount of effort or your relationship with the professor.
- 4.4. **Make-up Assignments:** Students who miss an assignment or exam will be not be given an opportunity to make it up unless there is a death in the family or a hospitalization for several days occurs (proper documentation is required). Not feeling well, having a work conflict, forgetting to complete it, etc. are not valid reasons. Students will have ample opportunity to submit each assignment. Therefore, do not wait until the last day or final hours to complete the assignment.
- 4.5. **Incompletes:** A grade of “Incomplete” will be granted only if a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Poor grades are not good enough reasons for requesting an Incomplete.

- 4.6. **Academic Dishonesty:** To be successful in this course, you must invest a significant amount of time for study. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: (a) use of any unauthorized assistance in taking quizzes, tests, or examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; (c) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (d) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or (e) any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: (a) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and (b) the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. For information about the policy and procedures, visit: <http://vpaa.unt.edu/academic-integrity.htm>.
- 4.7. **Acceptable Student Behavior:** Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive (e.g., cell phone use, game playing, checking social media sites, excessive off-topic talking, etc.) and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior may result in a loss of participation/activity points for that day and may be referred to the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at: <http://deanofstudents.unt.edu>.
- 4.8. **Eagle Connect:** All UNT students should activate and regularly check their Eagle Connect (e-mail) account. Your access point for business and academic services at UNT occurs at <http://www.my.unt.edu>. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: <http://eagleconnect.unt.edu/>
- 4.9. **Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

4.10. Retention of Student Records: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link:
<http://essc.unt.edu/registrar/ferpa.html>

5. Calendar of Due Dates and Topics:

Date	Topics	*Ch.	Assignment Due
Jan. 16	Introduction to the Course		
18	Exceptionality & SPED: History of IDEA	1	
23	Disability Law	1	✓ Activity #1
25	Integration, Inclusion & Support	2	
30	Multicultural & Bilingual Aspects	3	
Feb. 1	Parents & Families	4	
6	Jo Monahan – Library Resources & Search Procedures	1-4	
8	Exam 1		
13	Intellectual & Developmental Disabilities	5	
15	IDD; Courtney Carey – Denton MHMR	5	✓ Activity #2
20	Learning Disabilities	6	
22	Learning Disabilities	6	✓ Activity #3
27	Attention Deficit Hyperactivity Disorder	7	
Mar. 1	Attention Deficit Hyperactivity Disorder		✓ Activity #4
6	Emotional/Behavioral Disorders	8	
8	Dr. Laurie Harrier – United Through Hope	8	✓ Activity #5
13 & 15	SPRING BREAK		
20	Exam 2	5-8	
22	Autism Spectrum Disorder	9	
27	Autism Spectrum Disorder		✓ Activity #6
29	Communication Disorders	10	
Apr. 3	Augmentative & Alternative Communication (AAC)	10	
5	Deaf/Hard of Hearing	11	
10	Deaf/Hard of Hearing	11	✓ Activity #7
12	Exam 3	9-11	
17	Blindness/Low Vision	12	
19	Low Incidence, Multiple & Severe Disabilities	13	
24	Physical Disabilities	14	
26	Tom Harris – Sage Care Therapy Services		✓ Activity #8
May 1	Students with Special Gifts	15	
3	DRN workday (no class)		✓ DRN
TBA	Final Exam	12-15	