College of Education
Department of Educational Psychology

Educational Aspects of Exceptional Learners
Summer Session 1 (5W1)

COURSE INFORMATION

Course: EDSP 3210 (3 credit hrs.)   Class Meeting Time & Place: Internet Class, Online only

Instructor Contact Information
PROFESSOR: Miriam Boesch, Ph.D.
E-MAIL: miriam.boesch@unt.edu   OFFICE HOURS: Email for Appointments
PHONE: (940) 565-2293

Teaching Assistant (TA) Contact Information
TA: Edward Baffoe
EMAIL: edwardbaffoe@my.unt.edu

Course Description
This course provides an overview of the unique physical, cognitive, and behavioral needs of all types of exceptional learners. Identification and referral procedures and effective educational practices are also examined. Identification and referral procedures and effective educational practices are also examined.

Learner Outcomes
Upon completion of this course, students will be able to
1. Describe how educators and other professionals determine the difference between "typical" and "atypical" behaviors.
2. Identify and describe the legal and historical development of the field of special education.
3. Describe various theoretical models and perspectives in the field of special education.
4. Describe research in etiological factors associated with disability areas.
5. Identify social, cognitive, behavioral and academic characteristics associated with disability areas.
6. Identify historical points of view and contribution of culturally diverse groups to the field of special education.
7. Describe the role of families in the educational process.
8. Describe past, present, and future models of assessment and intervention, including use of innovative technology.
9. Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
10. Examine ethical considerations for the treatment of all children.

Materials
Textbook:
Hallahan, D., Kauffman, J., & Pullen, P. (2019). Exceptional learners: An introduction to special education (14th ed.). Upper Saddle River, NJ: Pearson.

Required Readings:
Additional required readings (e.g., articles) will be available on Canvas.

Other Recommended Textbooks:
American Psychological Association (2019). Publication manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association.

COMMUNICATING WITH YOUR INSTRUCTOR
If you have questions or concerns throughout the semester, please message me via Canvas (preferred) or email me (miriam.boesch@unt.edu).

EVALUATION & GRADING
Assignments

1. **Reading Checks***: At the end of *each lesson*, there is a reading check assignment.
   a. The reading checks will consist of multiple-choice questions on module content and assigned chapters. *There are *multiple reading checks per module* so plan accordingly*. Students will be able to retake reading checks a second time if they would like to improve their scores. The final grade will be the highest score of the two assessments.

2. **End of Module Assignments***: Each Module will conclude with a culminating final assignment. Detailed directions and rubrics are posted in Canvas.
   a. **Module 1 Assignment**: **Child Abuse Recognition and Reporting Online Training Module**
      i. All students must complete the online Child Abuse Recognition and Reporting training module available at https://www.dfps.state.tx.us/training/reporting/. If you have already completed the training module, you will just need to post your certificate to Canvas.
   b. **Module 2 Assignment: Philosophy of Teaching**
      i. Students will write a 2-page personal *Philosophy of Teaching* statement. See Canvas for complete instructions.
   c. **Module 3 Assignment: Website Evaluation**
      i. Students will choose a disability category (from modules 1, 2, or 3) and discuss a website related to the category selected. Students will discuss the focus of the website; identify field related information, possible misinformation based on their knowledge of disabilities in the course, and list potential resources for key stakeholders (individuals, families, & teachers). The website evaluation should be 1 page, double-spaced. See Canvas for complete instructions.

     d. **Module 4 Assignment: Media Portrayal Discussion**
          i. Students must choose a book, TV show, or movie that portrays an individual with a disability. Students will watch the show/movie or read the book and then post a 200-word summary describing how disability was portrayed and then respond to a peer's post. See Canvas for complete instructions.

Grading

I will post detailed assignment descriptions and evaluation rubrics on Canvas. You will turn in all assignments electronically via Canvas by Sunday at 11:59 pm on the due date unless otherwise specified or noted on the syllabus. If you have difficulty with an assignment, either in understanding or completing, please contact me to discuss within a reasonable amount of time before the assignment is due.

Assignment Schedule and Point Allocation

Assignments & Reading Checks		Due	Points
Intro Materials	Course Overview Quiz	6/4	10
	Assignment: Introduce Yourself Discussion Post	6/4	15
Module 1	Reading Check #1: *History (Ch 1 pgs. 2-13)*	6/6	25
	Reading Check #2: *Legislation (Ch 1 pgs. 13-20)*	6/6	25
	Reading Check #3: *Current Practices (Ch 2)*	6/6	25
	Assignment: Child Abuse Recognition Training (1 hr training)	6/6	125
Module 2	Reading Check #4: *Learning Disabilities (Ch 6)*	6/13	25
	Reading Check #5: *Other Health Impairments/ADHD (CH 7)*	6/13	25
	Reading Check #6: *6 Emotional-Behavioral Disorders (Ch 8)*	6/13	25
	Reading Check #7: *Communication Disorders (10)*	6/13	25
	Assignment: Philosophy of Teaching	6/13	150
Module 3	Reading Check #8: *Autism Spectrum Disorder (Ch 9)*	6/27	25
	Reading Check #9: *Intellectual Dis. and Dev. Delay (Ch 5)*	6/27	25
	Reading Check #10: *Visual Impairments (Ch 12)*	6/27	25
	Reading Check #11: *Hearing Impairments (Ch 11)*	6/27	25
	Reading Check #12: *Multiple Disabilities (Ch 13)*	6/27	25
	Reading Check #13: *Orthopedic Impairments (Ch 14)*	6/27	25
	Assignment: Website Evaluation	6/27	150
Module 4	Reading Check #14: *Giftedness (Ch 15)*	7/2	25
	Reading Check #15: *Parents & Families (Ch 4)*	7/2	25
	Reading Check #16: *Multiculturalism and Bilingualism (Ch 3)*	7/2	25
	Assignment: Media Portrayal	7/2	150
		TOTAL:	1000

Total Points Possible for Semester/Grading Scale = 1000
A = 900-1000
B = 800-899
C = 700-799
D = 600-699
F = 599-0

CALENDAR

Dates	Event/Assignment	Expectation
1-Jun	Course opens in Canvas	Students review the syllabus, the Start Here Module, and begin work on content.
		Students should review Canvas website daily and work on all course components at their own pace. You can complete the entire course before any of the deadlines noted below, but the deadlines below must be met.
6-Jun	Introductory Activities (Reading Check: Introductory Modules, Introduce Yourself Discussion Post)	Due by 6/4 at 11:59 PM
6-Jun	Completion of Module 1 (includes, all reading checks, and assignment uploaded to Canvas)	Due by 6/6 at 11:59 PM
13-Jun	Completion of Module 2 (includes all reading checks and assignment uploaded to Canvas)	Due by 6/13 at 11:59 PM
27-Jun	Completion of Module 3 (includes all reading checks and assignment uploaded to Canvas)	Due by 6/27 at 11:59 PM
2-Jul	Completion of Module 4 (includes all reading checks and assignment posted to Canvas)	Due by 7/2 at 11:59 PM

COURSE EVALUATION

At the end of the semester, you will be sent a UNT Evaluation survey. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available at the end of semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. For additional information, please visit the SPOT website at http://spot.unt.edu/ or email spot@unt.edu.

COURSE POLICIES

Assignment Policy

The due dates for all assignments are listed above. Please note the dates and times by which assignments are due. All assignments should be turned in via electronically on Canvas as a Word document, unless otherwise specified. Please save files in the following manner before submitting to Canvas: Assignments: Course #_Last Name_Name of assignment. For Example: EDSP 3210_Boesch_Module 1 Assignment

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Written Assignments: All written assignments must be presented in typewritten form, using appropriate APA format, when relevant. Assignments should be turned in on the date announced.
- Use APA guidelines for all course assignments. This website links to APA format guidelines: http://www.apastyle.org/. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: http://www.plagiarism.org/plagiarism-101/overview/

Late Work
Assignments should be submitted through Canvas by 11:59 pm on the day they are due, unless other directions are provided by the instructor. Assignments turned in after the date due will be considered late. Assignments turned in after the due date will lose 10-25% of the total points (10% for 1-2 days; 15% for 3-4 days; 20% for 5-6 days; 25% for 7 days). Unless previous discussion and written agreement occurs between a student and the instructor prior to the original due date of the assignment, I will not accept assignments turned in more than 7 days after the due date. All point deductions made due to late submission will be made after grading is complete. The date that the assignment was received by the instructor **on Canvas, in hand, or via email** will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and **prevents** timely feedback to students regarding their work that may be of value in later assignments. Since a grade for an assignment is not released until all submissions are graded, students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

No Make-up Reading Checks: Students will be given more than one day to complete the reading checks. Therefore, there will be NO late or make-up Reading Checks for this course. It is highly recommended that you do not wait until the last day or final hour to begin a reading check in case an unforeseen event occurs and you are unable to complete the assessment in a timely manner. A zero (0) will be given for non-completion.

Incomplete
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 reasons. Documentation of reason is required, and the grade of incomplete must be approved in advance by the department chair. 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. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

Person-First Language
Use person-first language when referring to individuals with disabilities in class discussions and written assignments (and ideally in your professional practice).
- Example: A student with a learning disability
- Non-example: A learning disabled student

Online Etiquette: 12 Ground Rules for Online Discussions
1. Participate: This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
2. Report Glitches: Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform the course instructor of the issue. Chances are others are having the same problem.
3. Help Others: You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
4. Be Patient: Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
5. Be Brief: You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
6. Use Proper Writing Style: This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
7. Cite Your Sources: Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
8. Failure to cite your sources is considered an act of Academic Dishonesty that could result in dismissal from the program, and or the university (see the university policy on Academic Dishonesty).
9. Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
10. Respect Diversity: It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
11. No YELLING! Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).
12. No Flaming! Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the

send button, you've rung the bell. Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing. Hint: Read your post out loud before hitting the send button. This will tell you a lot about whether your grammar and sentence structure are correct, your tone is appropriate, and your contribution clear or not.

UNT POLICIES

Academic Integrity Policy

I expect all students to adhere to UNT's Academic Integrity Standards. According to UNT Policy 06.003, student academic integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. Students who violate this policy will, at the very least, lose 50% of the points for the assignment and be asked to redo the assignment. Depending on the severity of the finding of academic dishonesty, it may also result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy

UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students 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 ODA website at disability.unt.edu.

If you have a disability or have a documented need for accommodations, please let me know within the first few days of class so that I may provide the appropriate accommodations.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students 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). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. Please check often. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual

harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Personal Distress
If at any point in the semester you are struggling- physically, emotionally, mentally, or academically, please do not hesitate to reach out to me. As a UNT student you have access to many supports and services (CARE Team) to help get you back on track. I am happy to help connect you with the appropriate resources.

Basic Needs
UNT has a Food Pantry on campus. Any current UNT student in need can visit the UNT Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food4Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

Succeed at UNT
UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here is 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 to http://success.unt.edu/.

Other Student Academic Support Services
- Code of Student Conduct: provides Code of Student Conduct along with other useful links
- Office of Disability Access: exists to prevent discrimination based on disability and to help students reach a higher level of independence. If you need any accommodations, please contact me within the first week of class
- Counseling and Testing Services: provides counseling services to the UNT community, as well as testing services; such as admissions testing, computer-based testing, career testing, and other tests
- UNT Libraries
- UNT Learning Center: provides a variety of services, including tutoring, to enhance the student academic experience

- [UNT Writing Center:](#) offers free writing tutoring to all UNT students, undergraduate and graduate, including online tutoring
- [Succeed at UNT:](#) information regarding how to be a successful student at UNT

TECHNICAL REQUIREMENTS/ASSISTANCE

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Canvas technical requirements: https://clear.unt.edu/supported-technologies/canvas/requirements