



University of North Texas
College of Education-Programs in Special Education
EDSP 4330.001: Advanced Educational Strategies for Exceptional Learners
3 credits

Instructor Contact

INSTRUCTOR: Teresa Cardon, PhD., CCC-SLP, BCBA-D
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E-MAIL: Teresa.cardon@unt.edu
OFFICE HOURS: Tuesdays & Thursdays 10:00-11:00am/12:30-2:30pm in person or via zoom.
Please email me if you would like me to open the zoom option during this time.

Welcome to UNT!

I am an educator, speech language pathologist, and a board certified behavior analyst and I have worked with individuals with different abilities for over 25 years! I look forward to getting to know all of you and learning together!

1.0 Course Description

3 hours. **Class: Tuesdays and Thursdays – 11 am to 12:20 pm.** This face-to-face course is designed to equip students with the knowledge and skills necessary for developing and implementing individualized educational plans and instructional strategies for learners with disabilities. An emphasis will be placed upon the design and delivery of specific strategies for teaching content area, social/behavioral, independent living, metacognitive and study 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. We will use Canvas to provide class materials, communicate, and submit assignments. We will use campus class time for lecture, discussion, activities, and time to work in small groups.

Communicating with your Instructor

If you have questions or concerns throughout the semester, please send me a message via e-mail Teresa.cardon@unt.edu. I will respond to student messages Monday-Friday between the hours of 8am-5pm (I may occasionally respond outside these hours, but it is not guaranteed). Every attempt will be made to respond to emails within 24 hours of receiving the message. Please note that I get many Canvas notifications daily and emailing me directly is preferred to a Canvas email or comment.

2.0 TEA EC-12 Special Education Standards (#186) for this course:

- (1) use a variety of assessment data to write annual measurable goals and present levels of academic achievement and functional performance and identify appropriate accommodations (academic, behavior, state, and district testing) and modifications based on individual student needs, and contribute to drafting the IEP;
- (2) demonstrate knowledge of the special education teacher's roles and responsibilities in creating and implementing the IEP with fidelity, including monitoring student IEP goal progress, implementing

data collection of IEP goal progress, and reporting progress to the student and parents/guardians throughout the IEP year;

- (3) demonstrate knowledge of the role and responsibilities of the special education teacher in preparing for an Admission, Review, Dismissal (ARD) committee meeting, including collecting required data, interpreting the results of progress monitoring and classroom assessment data, and visually representing and interpreting data to show student progress;
- (4) demonstrate knowledge of the roles and responsibilities of the required members of an ARD committee;
- (5) demonstrate knowledge of the required components of a typical ARD committee meeting agenda;
- (6) prepare and support students in leading ARD committee discussion regarding progress on IEP goals, mastery of grade level standards, appropriate accommodations (academic, behavior, state, and district assessment), transition needs and goals, and other supplements as needed;
- (7) advocate for family and student participation in the IEP, ARD meetings, and transition plan;
- (8) apply knowledge of evidence-based practices to identify and intervene when students are not making progress in functional, academic, or behavioral goals;
- (9) demonstrate knowledge of the Emergent Literacy-Writing, Mathematics, Science, and Fine Arts domains of the Texas Prekindergarten Guidelines;
- (10) demonstrate a foundational knowledge of content specific TEKS for English language arts and reading, mathematics, science, and fine arts (Kindergarten-Grade 6) and College and Career Readiness Standards (CCRS) appropriate for students in Grades 6-12;
- (11) apply content-specific knowledge to develop individualized goals and objectives that are aligned with the appropriate grade-level TEKS and CCRS;
- (12) design appropriate learning and performance accommodations and modifications for students with exceptional learning needs in academic subject matter content of the general curriculum;
- (13) understand how to identify a learner's preferred mode of communication;
- (14) apply content-specific knowledge to routinely collaborate, co-teach, modify, and adapt curriculum with general education teachers;
- (15) demonstrate knowledge of how to integrate appropriate instructional and assistive technology for students in Grades 6-12;
- (16) demonstrate knowledge of specialized curricula that may include curriculum for social skills, life skills, transition, orientation and mobility, independence curricula, and self-advocacy;
- (17) demonstrate knowledge of families, culture, and community when involving paraprofessionals, general educators, and specialists, to make content and instruction accessible and challenging for students at all levels of support needs;
- (18) demonstrate knowledge of the key differences between IEP accommodations and modified curriculum;
- (19) plan for strategic integration of technology and assistive technology into daily teaching practices based on student developmental and learning needs;
- (20) use explicit, scaffolded, systematic instruction to teach content, strategies, and skills;
- (21) apply knowledge of developmentally appropriate instructional strategies to engage, motivate, and promote learning specific to the needs of adolescents and teenagers with exceptionalities;
- (22) promote the generalization of concepts and skills across content areas and educational settings;
- (23) design visual supports to promote student mastery of curriculum, executive functioning, and classroom procedures;
- (24) apply knowledge of students, content, and pedagogy to develop, implement, evaluate, and revise instruction and interventions as needed;
- (25) apply knowledge of the Universal Design for Learning Guidelines to create and incorporate strategies for making content and instruction accessible and challenging for individuals with high support needs;

- (26) design effective and universally accessible environments and learning experiences appropriate for students in Prekindergarten, Grades 6-12;
- (27) demonstrate knowledge of the roles and responsibilities of the EC-12 special education teacher and of other professionals who deliver special education services;
- (28) understand the strengths and limitations of various co-teaching models based on setting and the individual needs of students;
- (29) understand the reciprocal relationship with general education teachers for effective and inclusive practices;
- (30) collaborate and consult with multi-disciplinary teams, including career and technical education, electives, and extracurriculars, to plan and implement instruction in accordance with a student's IEP;

3.0 Class Materials and Attendance

Attendance:

Attendance to all in-person classes is required. Please contact me as soon as possible if there are extenuating circumstances for missing more than one class. Information about the University of North Texas' Attendance Policy may be found at: <http://policy.unt.edu/policy/15-2-5>

Students are expected to attend face to face class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. We have in class group work (Inter teach assignments) that are assigned participation points on a weekly basis. If you miss **four or more classes**, you will receive a failing grade unless agreed upon circumstances between you and the university allow it (authorized absences are in the link above). Students who miss more than a half-hour of class will be considered absent from that class meeting. Chronic tardiness or early departure (arriving more than 15 minutes late or leaving more than 15 minutes early) will result in the lowering of a final grade at my discretion. Please note: it is your responsibility to drop this course, if necessary.

Lectures:

When needed (e.g., weather closures, pandemic), asynchronous recordings may be available for students enrolled in this class section to refer to throughout the semester. Class recordings, when shared, are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Readings:

Individual readings from peer reviewed journals, chapters, or online sources will be in the materials section of Canvas for each module. All readings are available electronically through the UNT Library and may also be linked on Canvas.

Other Materials:

Technology such as smart phones, iPads, or laptops may be used in class to complete in-class activities. Please also bring writing materials (e.g., pens, pencils, paper, markers, etc.). In addition, resources to complete this class successfully require access to Canvas.

Recommended Texts:

American Psychological Association. (2014). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Additional Resources/Readings

IRIS Center Modules: <http://iris.peabody.vanderbilt.edu/resources.html>

Reading Rockets: <http://www.readingrockets.org/>

Texas Project FIRST: <http://www.texasprojectfirst.org/ARDIEP.html>

CEC Professional Preparation Standards for Special Educators: <https://exceptionalchildren.org/standards>

TEKS: <http://www.tea.state.tx.us/index2.aspx?id=6148>

What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

4.0 Assignments

All assignments must be submitted electronically using **Canvas** as a WORD document. **Most assignments are due on Sundays at 11:59 p.m.** unless otherwise noted.

Late Assignments

Assignments should be submitted through Canvas by 11:59PM CST 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. Five-to-twenty percentage points will be deducted for assignments turned in late (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days). Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points. *Please note that discussion posts and quizzes do not receive any points if late. If you post after the due date, you will not receive any points.* The date that assignments are received by the instructor in Canvas will be considered the date submitted. **The final Strategy Demonstration is exempt from the late assignment allowances** (so please turn it in on time!) because final grades must be submitted to the University.

APA Guidelines

As a professional disposition for teachers, educational researchers, and other educators, our field follows the American Psychological Association (APA) guidelines for writing and publishing in the social and behavioral sciences. Therefore, it is a requirement of this class for you to use APA style when writing for any assignment. The APA guidelines can be found in the APA manual 7th edition (<http://www.apastyle.org>). All assignments will be graded with these guidelines in mind.

1. Modifications & Accommodations (M & A)

a. Writing (200 pts)

b. Math (200 pts)

You will provide accommodations, modifications, and supports for two separate mini-lesson plans. Details found in Canvas.

2. IEP Development (200 points total; due in sections)

In small groups, students will participate in a Mock IEP Experience. For this assignment, you will be completing an Individualized Education Plan, conducting a Mock IEP meeting, and reflecting on your experience. Students will participate in an in-class Mock IEP Experience. This assignment includes in-class participation, mock IEP, and reflection.

3. Interteach (~150 points)

Intereach activities function as your participation and attendance points each week. To continue building a professional community, Interteach activities will be available for all students in the class to participate. With the belief that each person’s experiences and backgrounds are rich in nature and contribute towards the curricula of the course (Gay, 2018), it is key that we converse through the many topics that are presented in the course. According to Boyce & Hineline (2002), *Interteaching* is a Personalized System of Instruction (PSI) in which students meet in small groups to review the course material. Students are provided with a “prep guide” that contains questions, facts, and guides the students to synthesize the information they are learning in class. Students will have the opportunity to discuss the material as a group and to ask questions to further their understanding.

4. Reading/Phonics (240 pts total)

You will be watching multiple videos, reviewing website links, and engaging with a variety of activities that will support you in learning how to teach students to become good readers! These activities will vary but will be on Canvas with instructions, links, and rubrics.

5. Strategy Demonstration (300 points total)

You will teach one Strategy Demonstration with a partner to your fellow classmates. **A list of EBPs/Strategies will be provided for you. Groups will sign up to teach either a reading, writing, or mathematics EBP/Strategy.** You will use many of the strategies and content that you have learned throughout the semester. For example, if you teach with a partner, you will use one of the co-teaching strategies. You will provide copies of all materials needed for the lesson, you will incorporate the explicit teaching, Model-Guide-Practice strategy, culturally responsive practices, and use accommodations and modifications for students with disabilities. Hands-on activities are strongly recommended. You must use some type of written assessment to evaluate your fellow classmates’ learning. Your final grade on the assignment will be determined by the instructor. **A demonstration template will be provided and must be used for the assignment.**

5.0 Assessing Your Work

Grading Scale	
Mock IEP <ul style="list-style-type: none">● Participation- 50 pts● Mock IEP- 50 pts● Reflection- 100 pts	200
Modifications & Accommodations (M & A)	

<ul style="list-style-type: none"> ● Writing ● Math 	200 200
Reading/Phonics <ul style="list-style-type: none"> ● Assessments (Pre 20 pts, Mid 20 pts, Post ~50 pts) ● Survey (Pre 20 pts, Mid 20 pts, Post 20 pts) ● Steps to Success and National Reading Panel Reflection ● Reading Rockets Phonological & Phonemic Awareness - Module 	90 60 40 60
Interteach (In class group work)	~150
Strategy Demonstration	300

Grading Scale: 90-100 percent = A 80-89.99 percent = B 70-70.99 percent = C
60-60.99 percent = D 59.99 percent and below = F

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/>.

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and an Admissions, Retention, & Review form will be completed and submitted to the College of Education. 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.

Artificial Intelligence (AI) Policy

A Note on Artificial Intelligence and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. AI is increasingly available and will **undoubtedly** be part of your career and can be a very helpful tool for all educators. Therefore, understanding its uses without depending on it, is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. So, while some assignments may invite the use of online tools to get things started, or to review grammar, etc., the core expectation for our class is that the work you submit is your own original writing. Using the work of someone else including AI, and without citing it, is a form of cheating/plagiarism. Please report and cite any use of AI!!

Again, you may use AI to: help you start an outline, start a sentence, start a paragraph, or check grammar (grammatically), but outside of that, you need to be doing your own writing. I will reach out to you if your AI use is over a certain percentage to see if we need to chat so I can assess your understanding of the content.

[Academic Integrity Standards](#)

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 and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer 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>.

ACCESS TO INFORMATION – EAGLE CONNECT

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/>

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 Access (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. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

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.

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>

STUDENT EVALUATION OF TEACHING

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. This short survey will be made available toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.

OTHER RESOURCES

As part of the support system at UNT, here are some additional resources that are mostly FREE of charge. If you have any questions, feel free to reach out to me at any time. Thank you.

Counseling Center: <https://studentaffairs.unt.edu/student-counseling>

UNT Well: <https://hps.unt.edu/rhs/untwell>

Food Pantry: <https://studentaffairs.unt.edu/food-pantry>

Substance Abuse Center: <https://studentaffairs.unt.edu/rise/programs/sure-program>

Student Health and Wellness Center: <https://studentaffairs.unt.edu/student-health-and-wellness-center>

COVID-19 Information: <https://healthalerts.unt.edu/>

Money Management Center: <https://studentaffairs.unt.edu/student-money-management-center>

Legal Services: <https://studentaffairs.unt.edu/student-legal-services>

Career Center: <https://careercenter.unt.edu/>

UNT IT/Canvas Support

Please contact CLEAR support if you have any difficulties. Note that there is support contact information on your Canvas login screen. This also extends to technology difficulties during the course.

Email: helpdesk@unt.edu

Live Chat: <https://it.unt.edu/helpdesk/chatsupport>

Phone: 940-565-2324

In Person: Sage Hall, Room 330

For additional support, visit [Canvas Technical Help](#)

(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

EDSP 4330 Tentative Class Schedule

SPRING/2026

NOTE: The instructor reserves the right to make schedule changes given unusual circumstances and/or at her discretion. I expect students to adapt to changes with equanimity.

Week	Date	Topic & Activities	Assignment Due Sundays @ 11:59 pm
1	1/13	Introductions, Review of Syllabus, and Course Expectations Intro to Research Project	
	1/15	Module 1: Pre-referral Models	
2	1/20	Module 2: Developing and Writing IEPs	Pre-Assessment: Phonics and Phonological Skills Assessment (20pts) Pre-Survey: Perceptions of preparedness to teach early literacy skills (20pts)
	1/22	Module 2: Developing and Writing IEPs	
3	1/27	Module 3: Adapting Instruction & Modifying Content	
	1/29	Module 3: Determining LRE & Parent/Student Roles in IEPs	
4	2/3	Module 4: Mock IEP	IEP Reflection Due Sunday
	2/5	Module 4: Mock IEP Debrief	
5	2/10	Module 5: National Reading Panel; Definitions	
	2/12	Module 5: Decoding & Phonics; Intro to LiPS	
6	2/17	Module 5 Decoding & Phonics (Continued)	Reading Rockets Phonological & Phonemic Awareness – Module Due Sunday at 11:59
	2/19	Module 6: Phonological Awareness & Phonemic Awareness	
7	2/24	Module 6: Phonological Awareness & Phonemic Awareness - Phonics Instruction	Steps to Success and National Reading Panel Reflection Due Sunday @ 11:59
	2/26	Module 7: Reading: Vocabulary & Morphemes	
8	3/3	Module 7: Reading: Teaching Content – Fluency & Comprehension	Mid-Assessment: Phonics and
	3/5	Mid term Assessment- Phonemes/Phonics Skills and Perception	

			Phonological Skills Assessment (20 pts) Mid-Survey: Perceptions of preparedness to teach early literacy skills (20 pts)
SPRING BREAK March 9-15			
9	3/17	Module 8: Selecting, Evaluating and Implementing Evidence-based Practices	
	3/19	Module 9: Data-based Decision Making	
10	3/24	Module 9: Data-based Decision Making	Writing: M & A DUE Sunday
	3/26	Module 10: Assessing and Teaching Writing; Handwriting & Spelling	
11	3/31	Module 10: Assessing and Teaching Writing; Handwriting & Spelling cont'	
	4/2	Module 11: Assessing and Teaching Mathematics	
12	4/7	Module 11: Assessing and Teaching Mathematics	Math: M & A DUE SUNDAY
	4/9	Module 12: Collaboration with Other Educators & Specialists	
13	4/14	Module 13: Assistive Technology	
	4/16	Strategy Demo Sign ups: Sit with your partner and get to work!	
15	4/21	FINAL PHONICS ASSESSMENT IN CLASS: you may bring a 4x6 notecard to class with handwritten notes on the front and back!	POST-Assessment: Phonics and Phonological Skills Assessment (50 pts) Post-Survey: Perceptions of preparedness to teach early literacy skills (20 pts)
	4/23	Strategy Demonstrations (4 total per day)	
16	4/28	Strategy Demonstrations (4 total)	Strategy Demonstration All docs Due
	4/30	Strategy Demonstrations (4 total)	

NOTE: This schedule is subject to change given unusual circumstances and professor discretion. Readings, assignments, discussion postings, and other course information is included on Canvas.