

EDSP 6343

Section 794, Spring 2020

Syllabus



Basic Information

Instructor Name: Lindsey Balderaz, Ph.D.

OFFICE: MB 3108

OFFICE PHONE: 432-552-2135

E-MAIL: Balderaz_l@utpb.edu

OFFICE HOURS: W 11-1; T, Th 1-3

This course is a Web Course and is conducted within Canvas at <http://utpb.instructure.com> This course is a Web Course and is conducted within Canvas <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description: The purpose of this course is to review evidence-based practices for teaching exceptional learners including: Response to Intervention, Universal Design for Learning, Learning by Design, and Self-determination. Additionally it will focus on the integration of mobile technology for promoting success of individuals with exceptionalities.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Identify the purpose for using Mobile Technology in Higher Education
2. Evaluate the tools available and the purpose for implementing Mobile Technology in your classroom
3. Justify the background, purpose, and process of RTI
4. Discuss the suggested members for an RTI team

5. Justify the background, components, implementation, and development of UDL in a classroom
6. Devise a UDL lesson plan
7. Assess the role of mobile technology in UDL
8. Analyze the background and development of Learning by Design
9. Evaluate how Learning by Design impacts learners of the future
10. Conclude how LBD can be implemented for diverse learners
11. Evaluate the educational processes involved in transitioning out of high school
12. Generate a list of resources available to young adults with disabilities
13. Formulate a plan to use mobile technology to facilitate independence for individuals with disabilities

Prerequisites: Admission into graduate program

Materials

Required Materials:

Paperback, Carol Ann Tomlinson and Jay McTighe, Integrating Differentiated Instruction and Understanding by Design, First Edition, Pearson Publishing, 2006, 978-0-13-338829-9

Paperback, Roberta Kaufman and Robert Wandberg, Powerful Practices for High-Performing Special Educators, First Edition, Corwin Publishing, 2010, 978-1-4129-6807-2

Paperback, Jacqueline S. Thousand, Richard A. Villa, and Ann I. Nevin, Differentiating Instruction, Second Edition, Corwin Publishing, 2015, 978-1-4833-4445-4

Recommended Materials:

None

Other materials:

None

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

This course is divided into 7 modules. All seven modules are open at the beginning of the course, however, there are **SPECIFIC DUE DATES** for each assignment. Information regarding those due dates can be found by viewing the **Course Schedule** at the end of this Syllabus and in the Start Here module in Canvas.

Readings: Each week you will be expected to read chapter (s) from the course textbooks as indicated in the module along with lectures, article, websites, or videos. The expectation will vary from week to week based on the module topic and available online resources. You can expect to spend 3-4 hours each week reading.

Exams/Quizzes: There will be no exams or quizzes for this course. Assessment of skills will be gathered via module discussions and assignment activities.

Assignments: For each module you will complete 1 or 2 activities that require to apply your learning to real world situations or strategies. These activities will allow you to analyze and evaluation the information covered in the module in order to synthesize and apply the knowledge and skills you have learned. You will need to carefully review the directions and rubrics provided in order to fully understand the expectation and grading for these activities.

Research Projects: There will be no research projects for this course.

Discussion Topics: You will participate in 3 group discussions that will each span 2 weeks. Each discussion begins with you posting 5 thoughtful questions and ends by you responding to 3 instructor selected thoughtful questions and 2 peers.

Final Exam: There will be no final exam.

Presentations: There will be no class presentations.

Grading:

Course Assessment	DUE DATE	Points
Secondary Authentication	March 15	Complete/Incomplete

Video Introduction	March 15	Complete/Incomplete
SMART Goal	March 15	5
Module 1: Working with Diversity: Rationale for Differentiated Instruction		
Assignment 1	March 22	100
Thoughtful Questions 1	March 22	25
Module 2: Selecting a DI strategy: Retrofit vs. UDL		
Assignment 2	March 29	100
Response to Instructor Selected TQ1 Response to Peers TQ1	March 29	25
Module 3: Teaching for Universal Access to Content		
Assignment 3	April 5	25
Thoughtful Questions 2	April 5	100
Module 4: Universally Designed Evaluation of Learning		

Assignment 4	April 12	100
Response to Instructor Selected TQ2 Response to Peers TQ2	April 12	25
Module 5: Collaboration		
Assignment 5	April 19	100
Thoughtful Questions 3	April 19	25
Module 6: Integrating Technology and TPACK		
Assignment 6	April 26	100
Response to Instructor Selected TQs 3 Response to Peers TQ3	April 26	25
Module 7: Applying the Principles of UDL and UbD		
Assignment 7	May 1	100
TOTAL		855

Grading Scale:

Grading Scale	
90 – 100% (855- 780)	A
80-89 % (779-704)	B
70 – 79% (703-630)	C
no grades of "D" are given - Below 70% (<630)	F

**Unless otherwise stated, all materials, activities, and assessments are required and are not optional.*

Communication, Grading & Feedback:

I will have your work graded and returned to you with feedback within 1 week of the submission date for each assignment. On the grading of each assignment I will use the rubric to indicate where points were earned/lost. I may also provide you with comments and feedback to help you improve your performance. Please review your assignment once it has been graded in order to improve your performance in the future if necessary. If there is any discrepancy in the grade, you must contact me immediately. You can check your grades by going to "Grades". You can also see recently graded assignment on the right hand column under "recent feedback."

As an online course you can expect email response to questions from the instructor within 48 hours. You may also call during my posted office hours. If I am going to be out due to ill health, attending a conference, etc., I will notify you using email and the announcements page on Canvas. There is a communication tools file in the start here portion of the website. This will provide you with all of the instructors contact information.

Please check Canvas announcements frequently for general communication about assignments and other feedback or class wide concerns. I generally try to make a class announcement every Monday morning to provide you with feedback on assignments,

upcoming due dates, and bonus point opportunities. You will be able to see upcoming due dates on the right hand column of the screen in Canvas. Also, if you click the “view course stream” you will be able to see announcements, assignment notifications, and discussions added to the course since your last login.

Time Management:

Each semester credit hour at U. T. Permian Basin represents a commitment on an average of three hours of "out of class" preparation and one hour of class attendance (or its equivalent) per week. For example, enrolling in a three semester credit hour class commits the student to a total of twelve hours of work per week. Students who are employed or who have family responsibilities are especially encouraged to bear this commitment in mind and to seek guidance from their academic advisors in determining a suitable academic schedule.

I do not necessarily expect you to put in a full twelve hours toward my course each week but if you have mapped out two hours the night before an assignment is due, you will most likely not be able to complete it on time...at least not with the quality I am looking for in your work.

Policies

Discussion Board

Discussion Board is primarily for discussing course related topics and issues. Best practices are:

1. Read all message postings in online discussion.
2. Respond to the question directly
3. Reply to minimum of two other student posts.
4. Use a person's name in the body of your message when you reply to their message.
5. Avoid postings that are limited to 'I agree' or 'great idea', etc.
6. Ensure responses to questions are meaningful, reflective.
7. Support statements with concepts from course readings, refer to personal experience, examples.
8. Follow **Rules of Behavior (below)**.

Rules of Behavior

Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

- Do not post anything too personal.
- Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful to other people on the list
- Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

Make-Up/Late Submission Policy

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately. There will be a 5 point deduction for each day an assignment is late. Discussion posts will not be accepted passed the due date. Students will not be allowed to make corrections. Extensions will be provided only to individuals who provide sufficient evidence of need (doctors note, etc.) 24 hours in advance of the deadline.

Academic Dishonesty/Plagiarism/Cheating

The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the [University's Handbook: Scholastic Dishonesty](#).

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an

examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

Attendance and Class Participation

Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

Tracking

The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

Absenteeism

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University Handbook: [Drops and Withdrawals](#) and [Appeal Process](#).

Accommodation for Students with Disabilities

Students with Disabilities: *The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored.* **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

Computer Skills, Technical & Software Requirements

Student will need to create word processing documents, save files, submit files. Additionally, students will need to access YouTube for uploading and sharing videos and “Practice” and instructional technology tool that will be used in this course. A video tutorial for both YouTube and Practice along with login guidelines will be provided in the start here module in Canvas.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to [UTPB Office 365 Page](#).

Computer Technical Requirements

See [Technical Requirements](#).

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Online Student Authentication

UTPB requires that each student who registers for a distance course is the same student who participates in, completes, and receives credit for the course. UTPB’s Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB’s Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This process will be:

Upload a clear image of yourself

- In color
- Well lit, and no shadows on your face or your ID that can obscure your image
- Must be taken on the day you submit the photo to reflect your current appearance
- Taken in full-face view directly facing the camera
- With a neutral facial expression and both eyes open

Then a picture of your ID (can be a UTPB ID or government issued ID) with only your name and picture showing (Picture ID card in which the ID number has been covered (tape over any numbers)).

Make sure to attach **both image files** in either JPEG or PNG format to the assignment BEFORE you submit it.

*Approved up to date photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD. Dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-4696
Advising	(432) 552-2661 UTPB Academic Advising Center
Bookstore	UTPB Campus Bookstore (432) 552-0220
Email, Office 365, my.utpb.edu	Information Technology
Financial Aid and Scholarship	UTPB Financial Aid (432) 552-2620
Library	The J. Conrad Dunagan Library Online at (432) 552-2370
Registrar	UTPB Registrar (432) 552-2635
Student Services	Student Services (432) 552-2600
Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).
SERVICE	CONTACT

Technical Support	Canvas 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Schedule

Grading:

Course Assessment	DUE DATE	Points
Secondary Authentication	March 15	Complete/Incomplete

Video Introduction	March 15	Complete/Incomplete
SMART Goal	March 15	5
Module 1: Working with Diversity: Rationale for Differentiated Instruction		
Assignment 1	March 22	100
Thoughtful Questions 1	March 22	25
Module 2: Selecting a DI strategy: Retrofit vs. UDL		
Assignment 2	March 29	100
Response to Instructor Selected TQ1 Response to Peers TQ1	March 29	25
Module 3: Teaching for Universal Access to Content		
Assignment 3	April 5	25
Thoughtful Questions 2	April 5	100
Module 4: Universally Designed Evaluation of Learning		

Assignment 4	April 12	100
Response to Instructor Selected TQ2 Response to Peers TQ2	April 12	25
Module 5: Collaboration		
Assignment 5	April 19	100
Thoughtful Questions 3	April 19	25
Module 6: Integrating Technology and TPACK		
Assignment 6	April 26	100
Response to Instructor Selected TQs 3 Response to Peers TQ3	April 26	25
Module 7: Applying the Principles of UDL and UbD		
Assignment 7	May 1	100
TOTAL		855

Sample Syllabus

Module 5: Collaboration		
Assignment 5	April 21	100
Thoughtful Questions 3	April 21	25
Module 6: Integrating Technology and TPACK		
Assignment 6	April 28	100
Response to Instructor Selected TQs 3 Response to Peers TQ3	April 28	25
Module 7: Applying the Principles of UDL and UbD		
Assignment 7	May 3	100
TOTAL		855

Sample Syllabus