

# EDSP 6344

## 793, Fall 2, 2019

### Syllabus



## Basic Information

Instructor Name: Dr. Sara Aronin

OFFICE: Virtual

OFFICE PHONE:  
(407) 408-3410

E-MAIL: Please use the email in the course- it says inbox on the left side of the page

OFFICE HOURS: By appointment

This course is a Web Course and is conducted within Canvas at  
<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:** Learning strategies and methods for delivery of instruction for students with high incidence disabilities will be examined. Emphasis will be on developing strategic environments, curriculum, and models of inclusive settings.

## Measurable Learning Outcomes:

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

- Delineate teacher competencies and professional standards for special education.
- Describe empirically validated methods for teaching mathematics, science, reading, and English Language Arts.
- Increase student performance in learning activities through various instructional strategies.

- Increase student engagement through the implementation of specific techniques designed to increase opportunities to respond.
- Understand the connection between assessment and instruction by becoming familiar with a variety of classroom-based assessment procedures.
- Increase the ability to identify educational problems and follow a process orientation toward problem solutions and curriculum instructional modifications.
- Implement strategic instruction based upon ongoing assessment and make appropriate instructional decisions based upon these data.

**Prerequisites:** Successful completion of EDSP 6339

## Materials

### Required Materials:

Price, K., & Nelson, K. (2018). *Planning effective instruction: Diversity responsive methods and management* (6<sup>th</sup> Edition). ISBN: 978-1337564847

Spinelli, C. (2011). *Linking assessment to instructional strategies: A guide for teachers*. Pearson. ISBN: 9780137146246

Vaughn, S. & Bos, C. (2015). *Strategies for teaching students with learning and behavior problems*, Enhanced Pearson e-Text. Pearson. ISBN: 9780133743999

### Recommended Materials:

*Supplemental materials will be provided in the Canvas course shell.*

### Other materials:

*Word, access to a video recording device (cell phone, web cam, tablet)*

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

## Important Academic Dates

UTPB [Academic Calendar](#)

## Course Overview

Evidence-based practices for inclusive settings is a methodology course. The purpose of this course is to prepare candidates to provide evidence-based language arts and mathematics instruction to students with disabilities in inclusive settings. An emphasis is placed on results of research and proven methods of instruction for teaching beginning reading and math to children with learning difficulties. The course stresses a behavioral approach to teaching, as well as the development and implementation of intervention strategies for various populations of children with exceptionalities in inclusive settings. Additional topics include modifications and adaptations of materials, effective teaching, learning strategies, lesson planning, assessment, and individualized education programs.

**Readings:** You are expected to read each article, website, or lecture provided in the module thoroughly prior to completing the assignments - failure to do so will undoubtedly result in low assignment grades. I generally find that students "don't understand" because they have not bothered to read the text. Please don't be one of those students. The expectations for each module may vary according to the topic and available online resources (i.e. you will not always be reading from a textbook) but the information is still necessary for completion of assignments and discussion.

**Assignments:** For each module, you will complete reflective activities that allow you analyze and evaluate 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 rubrics provided in order to fully understand the grading expectations for these activities. Directions and rubrics for each assignment can be found in Canvas.

Keep in mind the following standards/practices for submission of assignments. All files that will be submitted to the instructor should:

- Be saved as a .doc or .docx file. I cannot always open .wps files.
- Include your name at the top of each page header.
- Always keep a copy of all of the work you submit so that you will not need to redo the assignment if it gets lost in cyberspace.

**\*\*If you have not completed an assignment by its assigned due date, you will receive a 5 point deduction for each day it is late up to three days. After three days the assignment will not be accepted. If you know you will not be able to make a deadline, please contact Dr. Aronin to discuss an extension. Discussion posts will NOT be accepted after the due date. \*\***

## **Research Projects:**

**Discussion Topics:** You will participate in **2 group discussions (Module 2 and Module 3)**. You will need to carefully review the rubrics provided in order to

fully understand the grading expectations for the discussions.

### Grading:

Course Activity	Due Date	Points
Intro video & verification	October 27	NA
Assignment 1	November 3	100
Assignment 2	November 17	100
Assignment 3	December 1	100
Assignment 4	December 13	100
Module 1 Discussion	November 3	50
Module 3 Discussion	December 1	50
<b>Total</b>		<b>500</b>

### Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 59	F

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

## Communication, Grading & Feedback:

**Email Responses:** Responses to emails will be made within 24 hours Monday – Friday. Please note that it may take me longer to respond to you if you email me over the weekend. If you email me over the weekend and I do not reply within 24 hours, I will respond to you on Monday.

Please include EDSP 6344 in the subject line of your email.

**Grades:** As much as possible, your assignments will be graded within 2 weeks. Longer assignments may take longer.

If you experience any technical issues with Canvas, please contact the 24/7 Help Desk at 1-866-437-0867.

## Time Management

You should expect to spend three to four hours on preparation and learning assignments for every semester credit hour. If a class is a 3-semester credit hour class, it is expected that you should spend about 9-12 hours out of class on assignments in addition to 3 hours of class time for a total of about 12-15 hours per week to obtain an "A" in a class. It is important to develop a Time Management Plan to be successful.

## 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. Please note initial responses are due on Friday's by midnight.
4. Reply to other student posts in a dinner party way, asking questions, sharing stories, sharing media or journal articles and then when they reply, it is your turn again.
5. Use a person's name in the body of your message when you reply to their message.
6. Avoid postings that are limited to 'I agree' or 'great idea', etc.
7. Ensure responses to questions are meaningful, reflective.
8. Support statements with concepts from course readings, refer to personal experience, examples.
9. **Follow Rules of Behavior.**
10. **Simply replying to two students is not enough to earn full credit – see rubric**

### 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 and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. Late submissions will receive a 5 point penalty for each day the submission is late.

### **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. You are required to log into the course a minimum of three times in a seven day period.

### **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](mailto:ada@utpb.edu)

## Computer Skills, Technical & Software Requirements

This course is designed as a web-based class, which necessitates specific computer expertise on the part of the student, specific computer equipment or programs, and a commitment on the part of the student beyond that of most other courses. The student will need to know how to create Word documents, save and submit files, how to record videos, and know how to use and upload to YouTube.

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 (this is the first method). The second method is:

- Submission of two approved forms of photo ID\* submitted through Canvas.

\*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**

Sample Syllabus

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 few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through your my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

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**

<b>SERVICE</b>	<b>CONTACT</b>
ADA Accommodation/Support	<a href="#">Testing Services &amp; Academic Accommodations Department</a> (432) 552-2630
Advising	<a href="#">UTPB E-Advisor</a> (432) 552-2661

SERVICE	CONTACT
	<a href="#">UTPB Academic Advising Center</a>
Bookstore	<a href="#">UTPB Campus Bookstore</a> (432) 552-0220
Email, Outlook 365, my.utpb.edu	<a href="#">Information Resources Division</a> (IRD)
Financial Aid and Scholarship	<a href="#">UTPB Financial Aid</a> (432) 552-2620
Library	The <a href="#">J. Conrad Dunagan Library</a> Online at (432) 552-2370
Registrar	<a href="#">UTPB Registrar</a> (432) 552-2635
Student Services	<a href="#">Dean of Students</a> (432) 552-2600
Technical Support	<a href="#">Canvas</a> 1-866-437-0867
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: <a href="#">Smarthinking Online Tutoring</a> (provides tutoring services), <a href="#">SmarterMeasure</a> (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.

Sample Syllabus

# Schedule

DATE	Assignments/Activities/Topics	Due Date
Module 1	Informal Assessments and Connecting Instruction Assignment 1 Discussion	Intro due 10/27 November 3 Post 1 -11/8 Replies 11/10
Module 2	Planning Instruction and Supporting Student Needs Assignment 2	November 17
Module 3	Teaching Specific Skills in Content Areas Assignment 3 Discussion 3	December 1  Post 1-12/6 Replies 12/8
Module 4	Supporting Other Academic and Non-Academic Needs Assignment 4	December 13