

EDSP 6349

Section 783, Summer 8 week 1, 2020

Syllabus



Basic Information

Instructor Name: Lindsey Balderaz, Ph.D.

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OFFICE HOURS: Virtual office hours by appointment only

This course is a Web Course and is conducted within Canvas at

<http://utpb.instructure.com>

Course Description

Course Catalog Description: The purpose of this course is for students to evaluate physical and cognitive development of individuals with ASD from birth through adulthood in order to analyze and implement appropriate evidence based practices for each stage of life.

Measureable Learning Outcomes:

Course Objectives: Upon completion of this course learners will be able to:

1. Compare the characteristics of individuals with developmental delays to those who are typically developing.
2. Examine the early signs of ASD and tools for early identification.
3. Evaluate obstacles related to transitions across grade levels and schools for individuals with ASD.
4. Examine the family impact of an ASD diagnosis.
5. Identify the barriers to independent living for an adult with ASD.
6. Examines issues related to romantic relationships and sexuality for adults with ASD.

Conceptual Framework of the School of Education of UT Permian Basin

Vision Statement

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners.

This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies:

To achieve the learning outcomes, candidates must demonstrate that they "are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning" (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

KNOWLEDGE (K):

Our candidates will exhibit knowledge about and understand the impact on teaching and student learning of:

1. Theoretical perspectives of the profession
2. The content, processes, and practices appropriate for their students
3. Child and adolescent development
4. Diversity
5. Technology
6. Planning and assessment
7. The learning environment and classroom management
8. Collaboration
9. Legal and ethical issues related to education

SKILLS (S):

Our candidates will be able to:

1. Select appropriate content for use in lesson planning and delivery
2. Apply best practices to promote learning in all students
3. Use knowledge of child and adolescent development to direct their teaching
4. Select from an array of techniques to meet the needs of diverse learners
5. Integrate the use of technology into the learning environment
6. Use appropriate assessments to measure students' developmental progress
7. Develop an appropriate learning environment
8. Apply classroom management techniques
9. Communicate with all members of the educational community (students, families, other educators, administration, community members)
10. Reflect on their professional performance in order to improve their professional effectiveness
11. Employ ethical and legal standards in education

DISPOSITIONS (D):

Our candidates will demonstrate a/an:

1. Respect for themselves and a positive regard for others
2. Passionate nature about learning
3. Belief in the value of a learner-centered instruction
4. Dedication to providing a safe and supportive learning environment
5. Acknowledgement of and respect for the fact people are shaped by their cultures
6. Commitment to clear and accurate communication
7. Professional and ethical attitude
8. Desire to keep current on educational research and practice

DIVERSITY PROFICIENCIES:

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
 - a) to strive for social justice, equality, and equity for all learners
 - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
 - c) to empower all learners as citizens in a global society

Prerequisites: None

Materials

Required Materials: No required textbook.

Recommended Materials: Various online materials will be provided through Canvas.

Other materials: *None*

Important Academic Dates

UTPB [Academic Calendar](#)

Course Overview

This course is divided into 4 modules. All 4 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** in this Syllabus and in the Start Here module in Canvas.

Module 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 but the information is still necessary for completion of assignments and discussion.

Exams/Quizzes: There will be no exams or quizzes for this courses. Assessment of skills will be gathered via unit discussions and assignments.

Unit Discussions: You will participate in **4 group discussions** that will each span 2 weeks. You will need to carefully review the rubrics provided in order to fully understand the grading expectations for the discussions. Each discussion begins with your posting of 5 thoughtful questions and ends by responding to three Instructor selected thoughtful questions and two peer discussion posts.

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 also be found at the end of this rubric.

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

- Be saved as .doc or .docx files as I cannot always open .wps files on my computer
- Be sure to put your name at the top of each page header
- Always keep a copy of all the work you submit so that you will not need to re-do it if it should get 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. Discussions posts will NOT be accepted after the due date****

Course Assessment, Schedule & Grading Scale

Course Assessment	DUE DATE	
Secondary Authentication	May 15	
Video Introduction	May 17	
Smart Goal	May 17	
Module One: Early Childhood Development		Points
Discussion 1: Initial Post	May 17	25
Assignment 1	May 24	100
Response to Peers	May 24	25
Module 2: Adolescent Development and School Transitions		
Discussion 2: Initial Post	May 31	25
Assignment 2	June 7	100
Response to Peers	June 7	25
Module 3: Transition into Adulthood		
Discussion 3: Initial Post	June 14	25
Assignment 3	June 21	100
Response to Peers	June 21	25

Module 4: Self-Advocacy and the Criminal Justice System		
Discussion 4: Initial Post	June 26	25
Assignment 4	June 28	100
Response to Peers	June 29	25
TOTAL		600

Grading Scale:

Grading Scale	
90 – 100% (540-600 pts)	A
80-89 % (480 – 539 pts)	B
70 – 79% (420 – 479 pts)	C
no grades of "D" are given - Below 70% (<419)	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. For an accelerated course (8 weeks) Carnegie University has recommended a time commitment of 15-20 hours 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.

Time management is a critical skill for your success as a graduate student. If you wait until the last and 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:

- Read all message postings in online discussion.
- Respond to the question directly
- Reply to minimum of two other student posts.
- Use a person's name in the body of your message when you reply to their message.
- Avoid postings that are limited to 'I agree' or 'great idea', etc.
- Ensure responses to questions are meaningful, reflective.
- Support statements with concepts from course readings, refer to personal experience, examples.
- 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 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

Describe make-up and late policy. (Example: 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.)

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

Learning management systems have 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 Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4242/4901 E. University, Odessa, Texas 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu

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

Computer Skills, Technical & Software Requirements

Student will need to create word processing documents, save files, submit files. 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.

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](#).

Online Student Authentication

UTPB requires that each student who registers for an online 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 course satisfies the second method of student authentication by:

Submission of a picture of oneself and submission of an approved photo identification.

*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	Services for Students with Disabilities (432) 552-4696
Testing Services	Testing Services & Academic Accommodations Department (432) 552-2630
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).

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.

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Sample Syllabus