INDIVIDUAL DIFFERENCES

ALD 322; Unique #: 73355

Summer Session One

LET'S MEET

LET'S LEARN

I am your instructor, let's Zoom & Chat: By appointment! (Available most mornings 10-12)

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Readings

Required Readings:
are listed on the class schedule (see end of syllabus) and are available on Canvas in corresponding session module.

[*Optional Text*] *Smith, D.D., Tyler, N.C., Skow, K.G. (2018). Introduction to contemporary special education: New horizons (2nd ed.). Upper Saddle, NJ: Pearson* *Recommended for teacher majors

Alright

What Starts Here Changes the World

COURSE DESCRIPTION

Class conducted via modules & Zoom!

This introductory course provides an overview of individual differences among people across age levels. The course focuses on basic concepts, issues, and ways to accommodate individuals whose features and/or conditions make them "different" and worthy of consideration.

CULTURAL DIVERSITY FLAG

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with a variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one US cultural group that has experienced persistent marginalization.

FOUNDATIONS

Diversity & Differences
Language, Treatment, & Attitude
Ableism/Disableism
Program & Services
Cultural Considerations
Elements of Inclusion
Practice of Differentiating

COURSE OVERVIEW

APPLICATIONS

Transition
Adult Issues
Professionalism
Teaching Philosophy

AREAS OF FOCUS

Physical & Health
Vision/Hearing
Intellectual
Learning
Attention
Autism
Emotion & Behavior
Speech & Language

TBI
Gifted
At-Risk Categories
`LGBTQ+
`Minorities
`Trauma

NOTE: This course includes instruction in detection and education of students with Dyslexia as indicated in the Texas Education Code.

Teaching Philosophy

Learning occurs best when participants are enjoying what they are doing. I love to teach this course and will have fun being the instructor for this course. I am hopeful that you will find the modules to be informative and engaging.

Each session will include a mixture of instructional techniques, including readings, recorded lectures, discussions via Discussion page, guest presenters, videos, and online activities. I believe that you will find that the time goes by relatively quickly as you work.

COURSE GOALS

¬ Familiarize students with the basic concepts and issues related to diversity in school, workplace, and community.

¬ Introduce the concept of inclusion and understand its implications for school and community.

¬ Introduce the concept of response-to-intervention and understand its implication for teachers and their students.

¬ Present the key features/characteristics of a wide range of exceptional individuals.

¬ Examine the issues, needs, and strategies for working with students who are "at risk" for academic difficulties.

¬ Present a range of practices for differentiating instruction that may be appropriate for students with special needs across various levels of school.

¬ Discuss the legal mandates and controversial issues associated with addressing the needs of individuals who differ from those in mainstream of society.

¬ Highlight important familial and cultural issues affecting individuals with special needs.

¬ Present strategies for effective classroom management and academic instruction for students with special needs.

¬ Provide an opportunity to gain practical experience working with students who struggle academically and/or behaviorally or who have identified disabilities.

HERE WE GO

COURSE INFORMATION

A. Administrative Policies

WILL DO✅

Academic Honesty. I expect that all activities performed in this class conform to a standard of personal integrity and honesty. I will ask each student: (1) to add the following statement to all major assignments -- "I have neither given nor received assistance from any other person on this [state the activity]"; and (2) to sign it by typing "[your name]". Please note that I am under obligation from UT not to tolerate scholastic dishonesty and to report any such incidents to the Office of the Dean of Students.

GOT IT!

Assignments. All assignments are to be submitted electronically via Canvas! Work submitted should reflect a quality in terms of scope, depth, writing mechanics, and appearance that would be expected of undergraduates at one of the most prestigious universities in the country. Assignments turned in using Pages will not be accepted.

Course-Related Accommodations. I have tried to design this class using the principle of universal design whereby most elements of the course are designed to accommodate a wide range of student needs. However, I am prepared and quite willing to accommodate any special needs that a student might have and for which I have not taken into consideration in the design of the course. I will comply completely and without reservation to any official directives provided by the Services for Students with Disabilities Office (www.utexas.edu/diversity/ddce/ssd). I also encourage you to meet with me if you have any learning-related needs about which I should be aware.

Religious Considerations. Policy for absences due to religious holy days is set in the Texas Education Code. The code states that a student who misses an examination, work assignment, or other project due to the observance of a religious holy day must be given an opportunity to complete the work missed within a reasonable time after the absence, provided he or she has properly notified each instructor. It is the policy of The University of Texas at Austin that the student must notify each instructor at least 14 days prior to the classes scheduled on dates he or she will be absent. For religious holidays that fall within the first two weeks of the semester, the notice should be given on the first day of the semester. The student may not be penalized for these absences, but the instructor may appropriately respond if the student fails to complete satisfactorily the missed assignment or examination within a reasonable time after the excused absence.   -Class is online but please let me know if you have a religious conflict!

CARE Counseling. CARE is a program through the UT Counseling and Mental Health Center. It is common to need support when dealing with feelings and problems that seem beyond your control. CARE Counselors are available to help with a variety of issues that may serve as a barrier to your academic success.

Your CARE Counselor in the College of Education is Danie White, LPC, LMFT. Her office is in the George I. Sanchez Building, SZB 212E. To schedule an appointment, call 512-232-6862 and ask to schedule a CARE appointment. If you leave a voice mail, please include your name, EID, and contact number. Walk-in hours are also available on Tuesdays and Fridays from 1 – 2 PM. You will check-in at the College of Education's Student Division in SZB 216, and they will let Danie know you're waiting. (Via Zoom now)

B. Course structure

Online Module Based Instruction. This course will be taught online using daily modules per topic. There will be periodic synchronous Zoom meetings (with time options) but most of the course will be completed asynchronously. All assignments will be completed and submitted online.

General Evaluation Criteria:
All products generated and activities performed in this class will be evaluated on the following dimensions:

- *Directions were followed.
- *Product is well organized.
- *Content reflects comprehensiveness and effort.
- *Content shows appropriate application of course content.

C. Academic Requirements

Course requirements will be discussed at the beginning of the term. In-depth descriptions of certain requirements will be addressed through videos in modules.

DAILY MODULE ASSIGNMENTS

Reading Reactions (RR). For each module (See course schedule for assigned module readings) you will complete a reading reaction by answering the assigned questions. Some modules will have more than one reading assigned but readings for which you need to complete a <u>RR will be designated with an *</u> (some modules just one and some for two readings). You will receive one point for completing each RR.

Product: Submit via Canvas
Due: 9:00 am daily

Module Engagement Activities (MEAs). You will complete two (2) MEAs per module- except the first module which has 4. These activities will relate to the assigned readings and topics covered in the module. Some activities will require posts to a designated Discussion board. You will receive one point for completing each MEA.
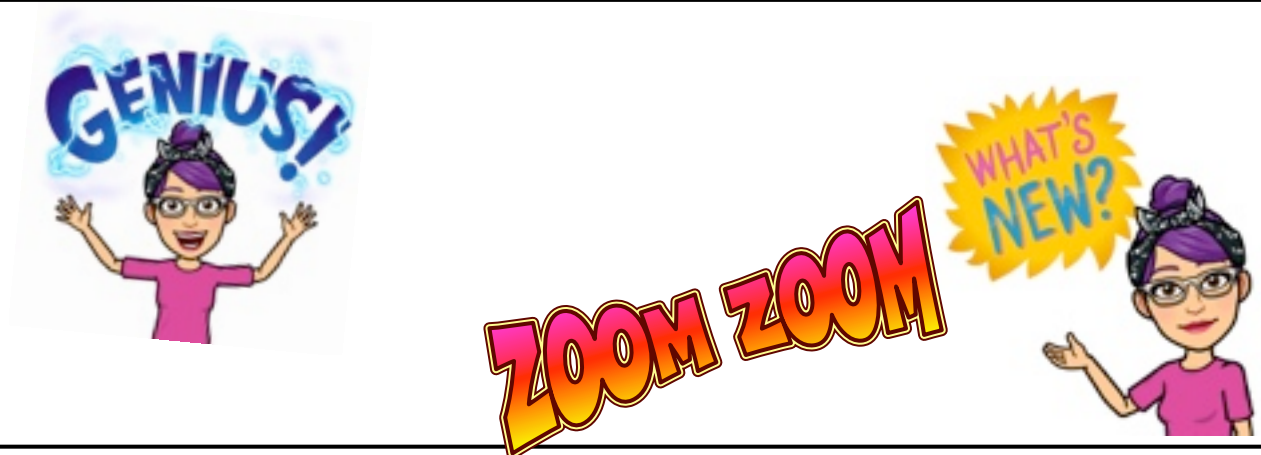
Product: Submit via Canvas
Due: 9:00 am daily

Summary of Most Important Things (SMIT): At the end of each module, you should submit a brief statement that captures, in your opinion, the most important things that were discussed during the module. You will receive one point for completing each SMIT.

Product: Submit via Canvas
Due: 9:00 am daily

Zoom Chat Participation: I want to see you and get to know you!!! At three points during our time together (beginning, midway, end) you will need to participate in a Zoom Chat with myself and others in class. For each Zoom Chat there will be three time options (you must participate in one of them).

Zoom One: Beginning of Term- morning option, midday option, night option
Zoom Two: Mid-Term- morning option, midday option, night option
Zoom Three: End of Term- morning option, midday option, night option

Product: Submit via Canvas
Due: At the time of the Zoom

PROJECT TIME

Service Learning Project (SLP). Completion of the online IRIS module: Perceptions of Disability. Through this module students will learn more about the abilities of people with disabilities. You will complete the module and answer questions, reflecting on what you learned.

> *Guidelines provided and discussed via video in "SLP module".

Product: Submit completed SLP via Canvas

Due date: 7.9

Mini Project (MP). This is an individual project. As the now 2021 Paralympic games approach it's time we become advocates for equality for Paralympic athletes. Advocacy is a major part of what we will be discussing in this course. We will utilize social media as a way to inform society of the Paralympics.

> *Guidelines provided and discussed via video in "MP module".

Product: Submit completed MP via Canvas

Due date: 6.22

Final Project (FP). This is a fun way to wrap up your learning. Each student must develop a project that sums up what you have learned and relates it to your future career. The nature of this project will depend on your area of focus (i.e., major) and career goals.

> *Guidelines provided and discussed via video in "FP module".

NOTE: Be creative and make the product as useful to you as possible!

Product: Submit completed FP via Canvas

Due date: 7.9

Assistive & Instructional Technology (AIT) Project. Through the AIT Canvas course students in ALD 322 will become better acquainted with the use of assistive technology (AT) across a number of settings in which individuals with unique needs work, learn, and live.

*Guidelines provided and discussed via video in "AIT module".

After you complete the online module through the AIT Canvas course upload the following:
(1) A screenshot of completed module quizzes
(2) Typed AIT Reflection
(3) Completed AIT post-survey (screenshot of completed survey)

Product: The Three above items submit via Canvas
Due Date: 7.9

SHOW ME WHAT YOU HAVE LEARNED

Knowledge Assessment (KA). There will be one KA during this term (don't let it scare you-it's a way for you to show what you have learned :). The KA is based on assigned readings and content covered in each module. The KA will be completed online via Canvas Quiz and you will have several days to complete. KA will be open resources (use what you have) and a mixture of multiple choice & short answer.
*Guidelines provided and discussed via video in "KA module".

NOTE1: You may request to take KA orally with instructor.
NOTE2: KA must be completed to receive a passing grade for the course.

Product: Completion of KA and submitted via Canvas
KA One: 6.24 - 7.9

Grade of incomplete. The grade of "Incomplete" will be granted only if a student has completed 75% of the course. This grade designation will result from a request from a student based on extraordinary personal or academic reasons, or by me, when deemed necessary. A due date for completing the course will be negotiated by the student and the instructor. If the course is not completed by the agreed upon due date, the grade corresponding to the number of points already earned will be submitted or will automatically convert to a grade of "F" by the university system.

D. Assignment Weighting and Grade Determination:

There are 200 points possible for the course. The grade you earn for this course depends on the TOTAL number of points you earn throughout the term. The point values for each course requirement and the scale that will be used to determine a final grade are provided below.

Point Total

RRs:	15 points
MEAs:	30 points
SMITs:	15 points
Zooms:	15 points
SLP:	15 points
AIT:	20 points
MP:	10 points
FP:	30 points
KA #1:	50 points
Total:	200 points

Grade Determination

A = 93% +
A- = 90-92%

B+ = 87-89%
B = 83-86%
B- = 80-82%

C+ = 77-79%
C = 73-76%
C- = 70-72%

D = 60-69%
F = below 60%

ADDITIONAL ASPECTS OF THE COURSE

Course Feature	Information
Plagiarism	UT Senate: "if you use words or ideas that are not your own you must cite your sources. Otherwise you will be guilty of plagiarism." I am becoming increasing aware of this problem ... so, I strongly recommend that you comply with issue of scholarly integrity.
Syllabus	A syllabus establishes a "working relationship" between the student and the course instructor. Participation in this course indicates your acceptance of its content, requirements, and policies. Please review this syllabus in detail as soon as possible and "Accept" the syllabus by following the directions in the first module.
Supports for students	UT provides a number of support services for students. An initial overview of services can be found at the Dean of Students website (http://deanofstudents.utexas.edu). Please see me if you have any questions or concerns.
Withdrawal from course	If you believe that the purpose, goals, policies, requirements, or some other aspect of this course does not meet your interests, needs, or expectations, you should drop the class by the drop/add deadline. Note that there are no other sections of ALD 322 available this term at UT but this course will be offered again next term (or semester). If you do decide to drop ALD 322, I wish you the best.
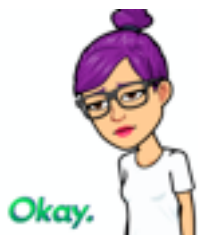
ONE MORE THING

Discussion Page. On Canvas under Discussions (on left hand column): This is a place for students to locate and post articles, videos, and other sources of information related to individuals with disabilities. This is an optional assignment but will be used as a source of extra credit. I encourage all students to participate in the activity!

NOTE#1: Each new post is worth 1 point.
NOTE#2: Every 2 comments to a post by another student is worth 1 point.
         *Must be enough to show you engaged with post.
NOTE#3: Students may earn up to 4 extra credit points.
NOTE#4: MEAs posts don't count.

TENTATIVE SCHEDULE OF TOPICS

This schedule may change to meet class needs. I will indicate when the schedule has been updated.

Tip: Fill in your calendar now so you don't forget important dates. Class is going to fly by fast and furious!

NOTE 1: Each daily module covers 1 main topic (with sub-content topics)

NOTE 2: Each daily module runs from 9:00 am to 9:00 am (24 hours- see Module Completion)
- Modules will stay open through end of term
- Weekends can be used as catch up time if needed

NOTE 3: Each daily module (besides first module) will have 4 assignments: RR, 2 MEAs, SMIT

MODULE	DAY	TOPIC	READINGS	MODULE COMPLETION
1	Thurs 6/4	Course overview *Identity	-*Power and Epiphany** -Video: *Three Lessons**	64 (9:00 am) - 6.5 (9:00 am) - Reading Reaction (RR) - 4 Module Engagement Activities (MEA) - Summary of Most Important Things learned (SMIT)
		Zoom 1: Beginning of Term (Must join at least one Zoom time) - 10:00 am - 2:30 pm - 7:00 pm *Zoom will last approximately an hour		
2	Fri 6/5	History of Disability Presenter: Joe Tate *Diversity and Differences *Language, Attitude, & Treatment	-*The Disability Rights Movement** -*Disablism or Ableism?**	6.5 (9:00 am) - 6.6 (9:00 am) - RR - 2 MEAs - SMIT
3	Mon 6/8	Special Education *Laws `Categories   `IEPs & Accommodation Plans *Process, Programs, Placements `RTI	-*Thinking About Exceptionalities**	6.8 (9:00 am) - 6.9 (9:00 am) - RR - 2 MEAs - SMIT
4	Tues 6/9	School Practices *Inclusive Education *Differentiated Instruction `Accommodations & Modifications	-*Differentiated Instruction**	6.9 (9:00 am) - 6.10 (9:00 am) - RR - 2 MEAs - SMIT

MODULE	DAY	TOPIC	READINGS	MODULE COMPLETION
5	Wed 6/10	Intellectual Disabilities `Down syndrome *Transition	-*How Much I Love You** -*Introduction to ID*	6.10 (9:00 am) - 6.11 (9:00 am) - RR - 2 MEAs - SMIT
6	Thurs 6/11	Physical & Health Disabilities *Accessibility	-*Jerry's Story** -*PHD Factsheet*	6.11 (9:00 am) - 6.12 (9:00 am) - RR - 2 MEAs - SMIT
7	Fri 6/12	Sensory *Deaf & Hard-of-Hearing Presenter: James Markert *Blind & Low Vision Presenter: Erin Shadwick	*Journey of a Deaf-Blind Woman** -*Factsheets DHoH & BLV*	6.12 (9:00 am) - 6.13 (9:00 am) - RR - 2 MEAs - SMIT
Mini Project: *Paralympics `Advocacy				6.12(9:00 am) - 6.22(9:00 am) - Post submission in MP module - Post to Discussion Board under MP: Paralympics
8	Mon 6/15	Learning Disabilities *Dyslexia Zoom 2: Mid-Term (Must join at least one Zoom time) - 10:00 am - 2:30 pm - 7:00 pm *Zoom will last approximately an hour	-*How it Feels** -*LD Factsheet*	6.15 (9:00 am) - 6.16 (9:00 am) - RR - 2 MEAs - SMIT
9	Tues 6/16	ADHD	-*ADHD Stories** -*ADHD Factsheet*	6.16 (9:00 am) - 6.17 (9:00 am) - RR - 2 MEAs - SMIT
10	Wed 6/17	Emotional & Behavioral Disorders *Anxiety *PTSD	-*What You Must Think of Me** -*ED Factsheet*	6.17 (9:00 am) - 6.18 (9:00 am) - RR - 2 MEAs - SMIT
11	Thurs 6/18	Autism Spectrum Disorder (Autism or ASD) *Sensory Processing Disorder Presenter: Adrienne Russell-George	-*Carrie's Story** -*ASD Factsheet*	6.18 (9:00 am) - 6.19 (9:00 am) - RR - 2 MEAs - SMIT
12	Fri 6/19	Communication Disorders *Speech *Language Presenter: Dr. Mirza Lugo-Neris	-Video: *You're Not Alone** -*CD Factsheet*	6.19 (9:00 am) - 6.20 (9:00 am) - RR - 2 MEAs - SMIT

MODULE	DAY	TOPIC	READINGS	MODULE COMPLETION
13	Mon 6/22	At-Risk Populations *Minorities *Trauma *LGBTQ+	-Embracing Bilingualism in the Classroom* -Poverty_The Five-H Club*	6.22 (9:00 am) - 6.23 (9:00 am) - RR - 2 MEAs - SMIT
14	Tues 6/23	TBI Bullying & Disabilities Giftedness	-TBI for Professionals* -Disabilities & Bullying -Giftedness Factsheet	6.23 (9:00 am) - 6.24 (9:00 am) - RR - 2 MEAs - SMIT
15	Wed 6/24	Putting It All Together Concluding Thoughts	-Honors Day*	6.24 (9:00 am) - 6.25 (9:00 am) - RR - 2 MEAs - SMIT

		Zoom 3: End of Term (Must join at least one Zoom time)
		    - 10:00 am
		    - 2:30 pm
		    - 7:00 pm
		*Zoom will last approximately an hour		

KA *Covers content from each daily module but… Don't worry you get to pick which topics to show your knowledge				6.24(9:00 am) - 7.9(9:00 am)

Final Assignments
    *Final Project (opens on 6.24)
    *Service Learning Project (open the entire term)
    *AIT Project (open the entire term)
				Due by 7.9 (9:00 am)