

**University of North Texas
EDSP 4350--Strategies to Support Diverse Learners in General Education
Wooten Hall 210**

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This syllabus is subject to small changes once the semester begins. These may include corrections and slight refinements in the assignment(s) and/or due dates.

1.0 Course Description:

3 hours. Examination of the roles of various professionals in the successful inclusion of students with disabilities in the general education classroom. Focus on consultation models, practices and principles with an emphasis on collaboration, cooperative learning, and inclusion. Provides an overview of assessment techniques applicable for all learners in the general education classroom. Prerequisite(s): EDSP 3210 or equivalent.

2.0 Course Questions

1. What factors contribute to the diversity in general education classrooms?
2. How is inclusion defined?
3. What is the impact of inclusion on students those who are typically developing and those who have disabilities?
4. What are strategies that assist in classroom management?
5. Why is collaboration an important component in creating an inclusive school environment?
6. What is RTI and who is responsible for implement RTI strategies?
7. How might teachers foster acceptance and cultural sensitivity?
8. How might teachers differentiate instruction for students?
9. How might teachers evaluate the academic performance of their students?
10. How can teachers improve the effectiveness of their inclusive classroom?

3.0 Required Reading:

McLeskey, J. M., Rosenberg, M. S., & Westling, D. L. (2013). *Inclusion: Effective Practices for All Students* (2nd Ed.). Pearson: Upper Saddle River, NJ.
 ISBN: 9780132658201