University of North Texas  
EDSP 4350--Strategies to Support Diverse Learners in General Education

Instructors: Dr. Bertina Combes and Trube Miller
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Office Hours: Mondays (4:30-5:20)

The College of Education complies with the Americans with Disabilities Act in making reasonable accommodation(s) for qualified students with disabilities. If you have a qualifying disability as defined in the Americans with Disabilities Act and would like to request accommodation(s), please see me as soon as possible. My office hours and phone number are shown above. Students who have established a file containing documentation of a disability should present a written accommodation request form from the Office of Disability Accommodations.

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 specific strategies 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 implementing 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:

4.0 Course Requirements:
4.1 Demonstrate professionalism.
Students show professionalism when they: (a) attend all classes on time and remain in class for the duration; (b) are prepared for class discussions; (c) attend to class discussion; (d) are flexible
to schedule changes; (e) and respect the opinion and rights of others.
Each student is expected to attend class. Students are allowed no more than one absence.
Excessive absences are defined by your instructor and will influence your grade. Students arriving
15 minutes after class has started will be considered absent. Students will need to participate in
Discussion Groups on Blackboard to be considered present for the weeks when the class does not
meet Face-to-Face.

4.2 Overview of Special Education Services Report and Case Study (Course Questions 1, 2, 3, 4, 5)
Each student must complete the Overview of Special Education Guide by interviewing appropriate
administrators, counselors, special education personnel, teachers, etc. A typed report should be
submitted using the format provided in Blackboard. See of the Overview of Special Education
Guide. See rubric in course tools posted on Blackboard.
50 Points - Part 1: Special Education Services Report Due February 21 (10:00 PM)
100 Point - Part 2: Case Study Due April 22 (10:00 PM)

4.3 Surveys (Course Questions 1, 2, 3, 5)
There are three surveys collected during the course of the EDSP 4350 semester. Two of the
surveys will be completed within the first two weeks of the course. The last survey is completed at
the end of the semester. The surveys to be completed are 1) Knowledge and Skills Survey, 2) Pre-
Attitude Survey, 3) Post-Attitude Survey. There are no right or wrong answers for the attitude
surveys. All surveys are designed for instructional purposes only. Complete Knowledge and Skill
Survey and the Pre-Attitude Survey by 2/25 (10:00 PM) and the Post-Attitude Survey by 4/29
(10:00 PM)
25 points each

4.4 Student Choice Activities (Course Questions 1, 4, 5, 7, 8, 9, 10)
There are three opportunities which students can differentiate their own learning. Students can
choose from the following choice activities:
1. Hear a guest speaker on campus. See calendar for specific date, time and
location.
2. Watch one of the videos reserved for EDSP 4350 from the Media Library at the
Denton or Dallas Campus. Videos will need to be viewed on campus.
3. Read one of the books for the selected module on reserved for EDSP 4350 from
the Main Library at the Denton or Dallas campus. Books can be checked out for
two days.
Students are required to complete a short report or survey regarding each choice activity. Surveys
for guest speakers are due the week following the presentation (2/21, 4/4, 4/18) and are available
through Blackboard Assessment. Reports for books or videos are due no later than April 29 (10:00
PM).
25 points each

4.5 Module Activities (Course Questions 1-10)
Students are required to complete five (5) module activities over the course of the semester (one
activity from each course module). Submit each activity through Blackboard. Save in the following
manner before submitting to Blackboard: Last Name, Module #_Name of activity.
Doe, Module 1_Inclusion Principles OR
Doe, Module 5_Ex of Alt Assess
25 points each
### Module Title | Due Date | Module Activity Choices
--- | --- | ---
Module 1—Inclusion | February 11 (10:00 PM) | Inclusion Principles

Module 2—Behavior & Classroom Management | February 25 (10:00 PM) | Classroom Behavior Checklist or Review IEP, FBA, and BIP

Module 3—Communication & Collaboration | March 18 (10:00 PM) | Attend ARD or Pre-Referral Meeting or Communicating with Parents

Module 4—Differentiated Instruction | April 15 (10:00 PM) | See Jane Read or Reading Blues or Differentiated Instruction or Modified Assignment

Module 5—Assessment & Evaluation | April 29 (10:00 PM) | Teacher Made Test or Examples of Alternative Assessments

5.6 **Blackboard Participation** *(Course Questions 1-10)*

Each student is expected to participate in Blackboard discussions when an on-campus class is not scheduled. Students should post three discussion posts during each module and respond to three discussion posts for each module to receive Blackboard participation credit. Discussion posts should pertain to the module content and/or be in response to content questions.

**75 Points**

6.0 **Grading Criteria:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Overview of Special Education</td>
<td>50</td>
</tr>
<tr>
<td>Case Study</td>
<td>100</td>
</tr>
<tr>
<td>Surveys</td>
<td>75</td>
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<tr>
<td>Student Choice Activities</td>
<td>75</td>
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<tr>
<td>Module Activities</td>
<td>125</td>
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<tr>
<td>Blackboard Participation</td>
<td>90</td>
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**Total** | **515 points**

**Grade Conversion:**

- 100%-90% 450-500 points = A
- 89%-80% 449-400 points = B
- 79%-70% 399-350 points = C
- 69%-60% 349-300 points = D
- 59%-below 299 and below = F
## Course Calendar

<table>
<thead>
<tr>
<th>Week#</th>
<th>Week of</th>
<th>Module and Topic</th>
<th>Chapters</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 24</td>
<td>1: Overview of Course</td>
<td>Chapters 1-3</td>
<td>On Campus</td>
</tr>
<tr>
<td>3</td>
<td>January 31</td>
<td>Inclusion (Inclusion Principles)</td>
<td>Chapters 1-3</td>
<td>On Campus</td>
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<tr>
<td>4</td>
<td>February 7</td>
<td>1: Inclusion (Universal Design)</td>
<td>Chapter 6</td>
<td>Blackboard</td>
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<tr>
<td>5</td>
<td>February 14</td>
<td>2: Classroom &amp; Behavior Management (Positive Behavior Supports)</td>
<td>Chapter 7</td>
<td>On Campus</td>
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<tr>
<td>6</td>
<td>February 21</td>
<td>2: Classroom &amp; Behavior Management Focusing Together</td>
<td>Chapter 7</td>
<td>Student Choice</td>
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<tr>
<td></td>
<td>MONDAY (21)</td>
<td></td>
<td></td>
<td>Dr. Rademacher</td>
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<tr>
<td>7</td>
<td>February 28</td>
<td>2: Classroom &amp; Behavior Management</td>
<td>Blackboard</td>
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<tr>
<td>8</td>
<td>March 7</td>
<td>3: Communication Collaboration</td>
<td>Chapters 4</td>
<td>Blackboard</td>
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<td></td>
<td>March 14</td>
<td>SPRING BREAK</td>
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<td>9</td>
<td>March 21</td>
<td>3: Communication Collaboration Fostering Acceptance</td>
<td>Chapter 5</td>
<td>On Campus</td>
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<td>10</td>
<td>March 28</td>
<td>3: Communication Collaboration Cultural Competence</td>
<td>Readings TBA</td>
<td>Blackboard</td>
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<td>11</td>
<td>April 4</td>
<td>4: Differentiated Instruction Active Learning</td>
<td>Chapters 8-11</td>
<td>Student Choice</td>
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<td>Dr. Angela Patton</td>
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<td>April 11</td>
<td>4: Differentiated Instruction</td>
<td>Chapters 8-11</td>
<td>Blackboard</td>
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<td>13</td>
<td>April 18</td>
<td>5: Assessment and Evaluation Book and Brain</td>
<td>Chapter 12</td>
<td>Student Choice</td>
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<td></td>
<td>TUESDAY (19)</td>
<td></td>
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<td>Ms. Linden</td>
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<tr>
<td>14</td>
<td>April 25</td>
<td>5: Assessment and Evaluation Response to Intervention</td>
<td>Readings TBA</td>
<td>Blackboard</td>
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<tr>
<td>15</td>
<td>May 2</td>
<td>5: Assessment and Evaluation Case Study/Final Activity</td>
<td>Chapter 12</td>
<td>On Campus</td>
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