

**University of North Texas at Dallas**  
**SPRING 2014**  
**SYLLABUS**

<b>EDSP 4350:</b>	
<b>Strategies to Support Diverse Learners in General Education (3 hrs)</b>	
<b>Department of Teacher Education and Administration Division of Education and Human Services</b>	
<b>Instructor Name:</b>	Larry C. Bryant, PhD
<b>Office Location:</b>	Building 1, Room 259
<b>Office Phone:</b>	972-338-1339
<b>Email Address:</b>	Larry.Bryant@unt.edu
<b>Twitter:</b>	larrycbryantphd
<b>Office Hours:</b>	Tuesday & Thursday 12PM – 4:30PM By Appointment when necessary
<b>Virtual Office Hours:</b>	M – F; Emails will not be addressed during the weekend
<b>Classroom Location:</b>	Independent Study
<b>Class Meeting Days &amp; Times:</b>	Thursday 5:00 – 7:50
<b>Course Catalog Description:</b>	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.
<b>Prerequisites:</b>	<b>EDSP 3210</b>
<b>Required Text:</b>	Salend, S.J. (2011). <i>Creating Inclusive Classrooms: Effective and Reflective Practices (7<sup>th</sup> Edition)</i> . Merrill Prentice Hall: Upper Saddle River, NJ.
<b>Course Materials:</b>	1, 1 inch 3 ring binder, scissors, tape, discarded print media
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fhcg.follett.com">1012mgr@fhcg.follett.com</a>

<b>Student Success</b>	
<b>All Students</b>	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
<b>Some Students</b>	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
<b>Few Students</b>	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

**Theoretical Framework and Perspective:** This course is framed by a Social Justice Stance. The course goals and outcomes are approached through a critical theory lens. This lens is defined as developing consciousness of social justice issues around race, class, gender, ability, religion, economics, and any other aspect of being human within a civil society. Therefore, caring about reducing prejudice, broadening perspectives, learning from mistakes and successes of the past, and becoming aware of world interdependence and multiple causations are essential in this class.

**Course Goals:** Students will understand:

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?

The competencies for this course are taken from: (1) *The Council of Exceptional Children Knowledge and Skills for All Beginning Special Education Teachers of Students with Disabilities in Individualized General Curriculums*; (2) *Texas Educational Agency – Special Education Early Childhood – 12<sup>th</sup> grade Standards*; & (3) *The Interstate Teacher Assessment and Support Consortium*.

<b>Course Goals</b>	<b>TEA-SPED (EC-12)</b>	<b>CEC</b>	<b>INTASC</b>
1. What factors contribute to the diversity in general education classrooms	<b>I</b>	<b>I</b>	<b>I</b>
2. How is inclusion defined	<b>II</b>	<b>VI</b>	<b>I</b>
3. What is the impact of inclusion on students who are typically developing and those who have disabilities/	<b>IV</b>	<b>II</b>	<b>II</b>
4. What are strategies that assist in classroom management		<b>III, IV</b>	<b>III</b>
4. Why is collaboration an important component in creating an inclusive school environment		<b>V</b>	<b>III, IV</b>
5. What is RTI and who is responsible for implementing RTI strategies	<b>III</b>	<b>V</b>	<b>VI, X</b>
How might teachers foster acceptance and cultural sensitivity		<b>III</b>	<b>III, IV</b>
8. How might teachers differentiate instruction for students			
9. How might teachers evaluate the academic performance of students			
How can teachers improve the effectiveness of their inclusive classroom			
<p><b>Diversity/Multiculturalism:</b>            Students will be exposed to a diverse special education population. Meeting the needs of a diverse and multicultural classroom, including gender, race, religion, ethnicity, socioeconomic status, learning styles, and stages of physical, social, and intellectual development are incorporated as a major component of every topic in the course’s curriculum.</p>			

## Course Outline

This schedule is subject to change by the instructor. Any changes to the schedule will be communicated to students by the instructor via Blackboard.

### 7.0 Course Calendar

<u>Week#</u>	<u>Date</u>	<u>Module and Topic</u>	<u>Chapters</u>	<u>Location</u>
1	January 14	1: Overview of Course	Chapters 1-3	
2	January 21	Inclusion (Inclusion: Overview of Concept)	Chapters 1-3	Blackboard
3	January 28	Inclusion (Inclusion Principles)	Chapters 1-3	Blackboard
4	February 4	1: Inclusion (Universal Design)	Chapter 6	Blackboard
5	February 11	2: Classroom & Behavior Management (Positive Behavior Supports)	Chapter 7	Blackboard
6	February 18	2: Classroom & Behavior Management Functions of Behavior	Chapter 7	Blackboard
7	February 25	<b>2: Classroom &amp; Behavior Management Focusing Together</b>		<b>Student Choice Dr. J Rademacher</b>
8	March 4	3: Communication Collaboration	Chapters 4	Blackboard
9	March 11	3: Communication Collaboration Fostering Acceptance	Chapter 5	Blackboard
10	March 18	3: Communication Collaboration Cultural Competence	Readings TBA	Blackboard
11	March 25	<b>4: Differentiated Instruction Active Learning 6:00-8:00PM</b>	<b>Chapters 8-11 Wooten 322</b>	<b>Student Choice Dr. Angela Patton</b>
12	April 1	4: Differentiated Instruction	Chapters 8-11	Blackboard
13	April 8	5: Assessment and Evaluation Response to Intervention	Chapter 12	Blackboard
14	April 15	<b>5: Assessment and Evaluation Response to Intervention 6:00-8:00PM</b>	<b>Readings TBA Matthews 311</b>	<b>Student Choice Dr. Lisa Davison</b>
15	April 22	5: Assessment and Evaluation Case Study/Final Activity	Chapter 12	Blackboard
	April 29	FINALS Week		

**\*\* Choice Activities may change**

## **COURSE EVALUATION METHODS**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

### **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 posted on Blackboard.

**50 Points - Part 1: Special Education Services Report Due February 14 (10:00 PM)**

**100 Point - Part 2: Case Study Due April 17 (10:00 PM)**

### **Whole Brain Notebook**

The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactil. In completing the hemispheric connector, please use the formula provided in the example. *See Blackboard (90 points)*

### **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. Watch Blackboard for announcements regarding dates for completion. *See Blackboard (25 points each)*

### **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 and are available through Blackboard Assessment. Reports for books or videos are due no later than May 1(10:00 PM). **(25 points each)**

**Resource Notebook** (Course Questions 1-10)

Students are required to complete five (5) activities over the course of the semester and at least one activity from each course module. Submit each activity through Blackboard using the following way before submitting to Blackboard: *Last Name, Module #\_Name of activity, for example: Doe, Module 1\_Inclusion Principles. See Blackboard (25 points each)*

**COURSE EVALUATION METHODS**

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course. Your grade in this course will be determined based on a point system. Each activity, assignment, and exam will be worth a specific number of points. It is advised that you keep track of your points throughout the semester so that you know your grade.

**Grading Matrix:**

<b>Instrument</b>	<b>Value (points or percentages)</b>	<b>Total</b>
<b>SPED Report/Case Study</b>		<b>150</b>
<b>Surveys</b>		<b>75</b>
<b>Whole Brain Notebook</b>		<b>90</b>
<b>Student Choice Activity</b>		<b>75</b>
<b>Resource Notebook</b>		<b>125</b>
<b>TOTAL</b>		<b>515</b>

**Grade Determination & Conversion:**

- A = 90 – 100% (450-515 Points)
- B = 80 – 89 % (449-400 Points)
- C = 70 – 79 % (399-350 Points)
- D = 60 – 69 % (349-300 Points)
- F = 59% or below (299-000 Points)

**Final Grade Computation**

Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**\*\*An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor’s discretion.**

## **Professionalism, Punctuality, and Participation**

**Professionalism.** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT Dallas' Programs in Special Education, as well as a foundational topic of this course. Therefore, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

*Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course.*

*The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.*

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

## UNIVERSITY POLICIES AND PROCEDURES

### STUDENTS WITH DISABILITIES (ADA COMPLIANCE)

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Students' with documented disabilities are responsible for informing faculty of their needs for reasonable accommodations and providing written authorized documentation. For more information, you may visit the Office of Disability Accommodation/Student Development Office, Suite 115 or call Laura Smith at 972-780-3632.

### ASSIGNMENT POLICIES

- All assignments must be completed individually, unless stated otherwise by the instructor. The instructor reserves the right to request that a student redo an assignment that is not satisfactory.
- In such cases a response cost of up to 10 % may be assessed. IF an assignment is accepted late, a 10% late cost will be assessed for submitting assignments late, unless the instructor has given prior approval and waived the 10% late cost.
- **No incompletes** will be given without documentation of extenuating circumstances.

**\*\*Use of Person-First Language:** You are expected to use “Person-First” language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations. This vocabulary use will result in an automatic deduction on your assignment grade.

### Written Assignments:

All written assignments should follow APA format. Work must be typed, double-spaced and have a cover sheet that includes your name, date, and course number. Assignments must be stapled or bound. **ALL assignments must be written in people-first language and have minimum errors in grammar to receive full credit.**

### EXAM POLICY

Make-up exams are **NOT allowed** unless prior permission was received. Such permission will be given at the discretion of the instructor. Make-ups are scheduled at the instructor's convenience and may contain different questions than the original exam.

### BAD WEATHER POLICY

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website [www.unt.edu/dallas](http://www.unt.edu/dallas). Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

### ATTENDANCE AND PARTICIPATION POLICY

*The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. Attendance and participation in*



*all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.*

**Punctuality.** Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend every class meeting, and to arrive in class on time. In order for an absence or tardy to be considered excused, you must (in most cases) inform the instructor, in advance, of the reason for the expected absence.

**Important:** The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic and intensive nature of this course makes it impossible for you to make-up or to receive credit for missed classes.

**For every two (2) class sessions missed, your final grade for the course will be lowered one letter.** Arriving late and leaving early is included in this policy so make the necessary adjustments to your schedule before the 2<sup>nd</sup> class meeting of this course. **Any student arriving 15 minutes late for class will not receive participation points for the day.**

#### **DIVERSITY/TOLERANCE POLICY:**

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

#### **CHEATING AND PLAGIARISM POLICY**

The UNT Code of Student Conduct and Discipline provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term "cheating" includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term "plagiarism" includes, but is not limited to, the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. If a student engages in academic dishonesty related to this class, the student will receive a failing grade on the test or assignment and a failing grade in the course. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action.

#### **COLLECTION OF STUDENT WORK SAMPLES POLICY**

In order to monitor students' achievement and improve its instructional programs, the Department of Teacher Education and Administration collects random, anonymous student work samples to be analyzed by internal and external reviewers.

#### **COMPREHENSIVE ARTS PROGRAM POLICY**

The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities, which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

## **JAGUARCONNECT MAIL**

All students should activate and regularly check their JaguarConnect (e-mail) account. JaguarConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via JaguarConnect Mail. For information about JaguarConnect Mail, including how to activate an account and how to have JaguarConnect Mail forwarded to another e-mail address, visit <http://jaguarconnect.unt.edu/>

## **ETHICAL BEHAVIOR AND CODE OF ETHICS**

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code [www.sbec.state.tx.us](http://www.sbec.state.tx.us)) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TEXES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

## **NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**

UNT is an NCATE-accredited institution. The educator as an agent of engaged learning” summarizes the conceptual framework of UNT’s basic and advanced programs. The program of educator preparation at UNT is based on the following key concepts: (1) content and curricular knowledge, (2) knowledge of teaching and assessment, (3) promotion of equity for all learners, (4) encouragement of diversity, (5) professional communication, and (6) engaged professional learning.

## **TECHNOLOGY INTEGRATION POLICY**

The Elementary Education program area supports technology integration to assist pre-service and in-service teachers to design and implement curricular and instruction activities, which infuse technology throughout

