

**COURSE INFORMATION** Course: EDSP 4350-022

Credit Hours: 3 Class Meeting Time: 5:30-8:20 pm Location: WH 215

College of Education Department of Educational Psychology

## Strategies to Support Diverse Learners in

**General Education**

**Instructor Contact Information** Professor: Laura K. Davis

Office Hours: Before and after class

Tuesdays-virtually- 5pm-7pm

Other times by appointment

Email:

Please email through CANVAS.

## Course Prerequisites, Co-requisites, and/or Other Restrictions

Prerequisite(s): EDSP 3210 or equivalent; Admission to teacher education; Concurrent coursework for teacher prep including student teaching; Required for those seeking core subjects EC–6 certification only. See Student Teaching Program for details.

## Course Description

In this course we will examine the roles of various professionals in the successful inclusion of students with disabilities in the general education classroom. The focus will be on consultation models, practices and principles with an emphasis on collaboration, cooperative learning, and inclusion.

## Course Objectives with Corresponding Standards

NEW #186 standards

Texas Education Administration Special Education Specialist (EC-12) Standards Met:

## Communicating with your Instructor

If you have questions or concerns throughout the semester, please send me a message via CANVAS. I will respond to student messages Monday-Friday between the hours of 8am-5pm (I may occasionally respond outside these hours, but it is not guaranteed). Every attempt will be made to respond to emails within 24 hours of receiving the message.

## Attendance:

Attendance to all in-person classes is required. Please contact me as soon as possible if there are extenuating circumstances for missing more than one class. Information about the University of North Texas’ Attendance Policy may be found at:

<http://policy.unt.edu/policy/15-2-5>

Students are expected to attend face to face class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community. We have in class group work that may include assigned participation points on a weekly basis. If you miss more than two classes (which is equivalent to almost 6 instructional hours), you will receive a failing grade unless agreed upon circumstances between you and the university allow it (allowed absences are described in the link above).

Students who miss more than a half-hour of class will be considered absent from that class meeting. Chronic tardiness or early departure (arriving more than 15 minutes late or leaving more than 15 minutes early) will result in the lowering of a final grade at my discretion. Please note: it is your responsibility to drop this course, if necessary.

## MATERIALS

**Required Textbook: Teaching in Inclusive Classrooms** Bryant-Sage Vantage Learning Platform, ISBN: 9781071913918

NOTE - The Vantage Learning Platform version of your textbook is required and we will use it often. Multiple assignments and points are connected to the Sage Vantage Learning Platform for Teaching in Inclusive Classrooms. You will not be able to access all the resources and assignments (and therefore points!) if you don’t have this option purchased.

# Additional required articles and readings will be made available on Canvas

## Other Materials:

Students will be expected to reflect with writing during class. You may choose to use a notebook and pen or pencil, computer, or tablet. It is expected that all technology be used appropriately. No use of social media or checking of emails during class.

## ASSIGNMENTS & GRADING -

**Assignments**

For all assignments: Remember it is KEY to keep confidentiality in place (e.g., do not include or discuss the student’s name, etc.) with your instructor, classmates, family members, etc. All assignments must be submitted electronically using **Canvas** as a WORD document. **Most assignments are due on Sundays at 11:59 p.m**. unless otherwise noted.

***Late Assignments -*** Assignments should be submitted through Canvas by 11:59PM CST on the day they are due, unless other directions are provided by the instructor. Assignments turned in after the date due will be considered late. Five-to-twenty percentage points will be deducted for assignments turned in late (5% for 1-2 days; 10% for 3-4 days; 15% for 5-6 days; 20% for 7 days). Unless previous written discussion and agreement occurs between the instructor and student, assignments submitted more than one week late will receive zero points. *Please note that quizzes do not receive any points if late.* The date that assignments are received by the instructor in Canvas will be considered the date submitted. **The final assignment is exempt from the late assignment allowances** (so please turn it in on time!) because final grades must be submitted to the University.

## APA Guidelines

As a professional disposition for teachers, educational researchers, and other educators, our field follows the American Psychological Association (APA) guidelines for writing and publishing in the social and behavioral sciences. Therefore, it is a requirement in this class for you to use APA style when writing for any assignment. The APA guidelines can be found in the APA manual 7th edition ([http://www.apastyle.org).](http://www.apastyle.org/) All assignments will be graded with these guidelines in mind.

## Grading

I will post detailed assignment descriptions on Canvas. You will turn in all assignments electronically via Canvas by 11:59 PM on the due date unless otherwise specified or noted on the syllabus. If you have difficulty with an assignment, either in understanding or completing, please contact me to discuss within a reasonable amount of time before the assignment is due.

**Assignment Schedule and Point Allocation**

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| --- | --- |
| **Assignment** | **Points** |
| Module Reading Activities | 24 |
| Module Video Activities | 48 |
| Chapter Quizzes | 130 |
| PLAAFPs & SMART Goals | 100 |
| MOCK IEP (In class = 100; Reflection = 100) | 200 |
| Case Study Analysis (A) | 80 |
| Case Study Analysis (B) | 80 |
| Differentiation of Instruction - Poster Presentations | 150 |
| **Total Points** | **812** |

# Grading Scale: 90-100 percent = A 80-89.99 percent = B 70-70.99 percent = C 60-60.99 percent = D 59.99 percent and below = F

**CALENDAR**

Below is a tentative calendar of class topics, assigned readings, and due dates. In the event of a change, students will be notified via Canvas.

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| Week/Module | Topic | Assignments |
| 08/18/25  Module 1 | Introductions Syllabus/Canvas  Review Bryant Chapters 1-4 | Due 08/24/25  Chapter Quizzes (credit for completion) |
| 08/25/25  Module 2 | Low & High Incidence Disabilities Review Bryant Chapters 5-6,8 | Due 8/24/25 Chapter Quizzes (credit for completion) |

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| --- | --- | --- |
| 09/02/25 labor day  09/08/25 Module 3 | Bryant Ch.9 Assessment & Data Based Decision Making | Due 09/07/25 Reading Activities Video Activities  Chapter Quiz (for points!) |
| 09/15/25  Module 4 | Bryant Ch. 10 Promoting Positive Behavior and Facilitating Social Skills  Visual Supports for Executive Function & Classroom Routines | Due 09/14/25 Reading Activities Video Activities Chapter Quiz |
| 9/22/25  Module 5 | RTI & MTSS in the classroom (Review Bryant Ch. 2) |  |
| 9/22/25  Module 6 | IEP Review: PLAFFPS & SMART  Goals (Review Bryant Ch. 1 & 2) | PLAFFPS & SMART Goals  Due 09/28/25 |
| 9/29/25  Module 7 | Mock IEP in Class | Mock IEP & Reflection  Due 10/05/25 |
| 10/06/25  Module 8 | Bryant Ch. 11 Teaching Reading  IMRA Texas Curriculum | Due 10/05/25 Reading Activities Video Activities Chapter Quiz |
| 10/13/25  Module 9 | Bryant Ch. 12 Teaching Writing | Reading Activities Video Activities Chapter Quiz- Due 10/12/25  Case Study A  Due 10/19/25 |
| 10/20/25  Module 10 | Bryant Ch. 13 Teaching Mathematics | Reading Activities Video Activities Chapter Quiz- Due 10/19/25  Case Study B  Due 10/26/25 |
| 10/27/25  Module 11 | Bryant Ch. 14 Facilitating Content-Area Instruction and Study Skills | Reading Activities Video Activities Chapter Quiz  Due 10/26/25 |
| 11/03/25  Module 12 | Differentiating Instruction (Review Bryant Ch. 7)  ADAPT Framework - Adapting Curriculum across contexts  Introduce Final Poster and Presentation Assignment | Reading Activities  Video Activities  Chapter Quiz (for points)  Due 11/02/25 |
| 11/10/25  Module 13 | Unwrapping the Standards & TEKS | Be working on your Differentiation of Instruction Poster Presentation! |

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| 11/17/25 | Poster Presentations  (One partner presents, other walks around; then switch) | Differentiation of Instruction Poster Presentation/Poster Walk |
| Module 14  12/01/25 | Make-up Class |  |
| 12/08/25  Finals Week | Finals week |  |

### SUCCEED AT UNT

UNT endeavors to offer you a high‐quality education and to provide a supportive environment to help you learn and grow .And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised.

Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, go [http://success.unt.edu/.](http://success.unt.edu/)

### ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam and an Admissions, Retention, & Review form will be completed and submitted to the College of Education. Additionally, the incident will be reported to the Dean of Students, who May impose further penalties. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Artificial Intelligence (AI) Course Policy

A Note on Artificial Intelligence and Plagiarism: Your credibility as a writer and student relies on both generating your own ideas in your own words and giving attribution (credit) to sources. Al is increasingly available and will undoubtedly be part of your career. Therefore, understanding its uses without depending on it, is an essential skill. That distinction, and strong writing itself, relies on critical thinking and employing strategies to develop ideas and assess arguments. So, while some assignments may invite the use of online tools to get things started, or to review grammar, etc., the core expectation for our class is that the work you submit is your own original writing.

Using the work of someone else including Al, and without citing it, is a form of cheating/plagiarism.

Again, you may use AI to: help you start an outline, start a sentence, start a paragraph, or check grammar (grammarly), but outside of that, you need to be doing your own writing. I will reach out to you if your AI use is over a certain percentage!

### ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor May refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [http://deanofstudents.unt.edu.](http://deanofstudents.unt.edu/)

### ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at [http://www.my.unt.edu.](http://www.my.unt.edu/) All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e‐mail: <http://eagleconnect.unt.edu/>

### ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You May request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the Office of Disability Access website ([http://www.unt.edu/oda).](http://www.unt.edu/oda)) You may also contact ODA by phone at (940) 565-4323.

### EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at [http://www.my.unt.edu.](http://www.my.unt.edu/) Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>

### STUDENT EVALUATION OF TEACHING

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. This short survey will be made available toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.

### OTHER RESOURCES

As part of the support system at UNT, here are some additional resources that are mostly FREE of charge. If you have any questions, feel free to reach out to me at any time. Thank you.

Counseling Center: https://studentaffairs.unt.edu/student-counseling UNT Well: https://hps.unt.edu/rhs/untwell

Food Pantry: https://studentaffairs.unt.edu/food-pantry

Substance Abuse Center: https://studentaffairs.unt.edu/rise/programs/sure-program Student Health and Wellness Center:

https://studentaffairs.unt.edu/student-health-and-wellness-center COVID-19 Information: https://healthalerts.unt.edu/

Money Management Center: https://studentaffairs.unt.edu/student-money-management-center Legal Services: https://studentaffairs.unt.edu/student-legal-services

Career Center: https://careercenter.unt.edu/

UNT IT/Canvas Support

Please contact CLEAR support if you have any difficulties. Note that there is support contact information on your Canvas login screen. This also extends to technology difficulties during the course.

Email: [helpdesk@unt.edu](mailto:helpdesk@unt.edu)

Live Chat: https://it.unt.edu/helpdesk/chatsupport Phone: 940-565-2324

In Person: Sage Hall, Room 330

For additional support, visit Canvas Technical Help