EDSP 6420 - Advanced Studies in Mild/Moderate Disabilities Programming
Summer I, 2014
Wooten 110

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Office: Matthews 316
Phone: 940-565-2628
Class Times: Monday (6/2, 6/7, 6/16, 6/23, 6/30) 5:30-8:20
Saturday (6/7, 6/21) 9:00-3:00
Online (6/16, 6/28)

Office Hours Monday 3:00-5:00
Saturday 8:00-9:00

University Administrative Policies

Disability Accommodations: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (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. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940-565-4323.

Academic Integrity: “Academic integrity emanates from a culture that embraces the core values of trust and honesty necessary for full learning to occur. As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.” Academic dishonesty includes cheating, plagiarism, fabrication, facilitating academic dishonesty and sabotage. You can find the policy and procedures at http://vpaa.unt.edu/academic-integrity.htm

EagleConnect: All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material sent to you via Blackboard Learn e-mail.
Religious Holidays: Observation of religious holy days: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Course Administrative Information

Evidence Based Practices: Evidence-based practice (EBP) is generally defined as using scientifically-based research to guide educational (at-any level) decisions regarding teaching and learning approaches, strategies, and interventions. EBPs will be utilized in the teaching of this class and it will be considered across all topics covered.

Attendance: Class attendance is considered important. Please endeavor to be present. When absent you will be required to substitute missed work by studying the topic missed independently. The instructor will work with each student individually to develop a plan to compensate for work missed. Please notify the instructor when you plan to be absent.

1.0 Course Description:
An in-depth exploration of the etiology and developmental characteristics of students with mild to moderate disabilities (M/MD) including those with cognitive and developmental disabilities, behavior disorders and attention deficit disorder. Focus on historical and current perspectives on educational programming for children and young adults with M/MD, as well as identifying and developing strategies for increasing access to and success in the general education curriculum and community.

2.0 Competency Goal Statements:

2.1 Provide an environment for the presentation, consideration and discussion of issues surrounding mild/moderate disabilities.

2.2 Identify and discuss interventions, especially evidenced based that address issues surrounding students with mild/moderate disabilities.

2.3 Consider and critically analyze educational programming for students with mild/moderate disabilities past and present.

2.4 Utilize existing research related to students with mild/moderate disabilities to identify strategies for increasing access to and success in general education settings.

2.5 Design and implement process for school, district or regional improvement of programs for learners with mild/moderate disabilities base upon evidence based practices.

2.6 Identify strategies for leading school improvement targeted toward students with mild/moderate disabilities.
3.0 Required Texts:


See also course reading schedule on page 5

4.0 Course Requirements (Performance Evaluation):

4.1 Class Participation: This course is taught as a seminar. Readings and class discussions are an essential component to our classroom community. Participation is important and expected. Further, both the quality and quantity of your participation will be reflected in your course grade. It is expected that for each topic students will be conversant with the current and relevant literature. Readings will be from the course text and other readings will be assigned. Students are expected to come prepared to discuss what they have learned from the course readings, from their homework assignments, and from their educational environment. Together with the instructor each student will evaluate their class participation and a grade will be assigned. 15 points

4.2 Discussion Leadership: Students will work with the instructor to organize a class discussion on an assigned topic. Together we will facilitate a discussion exploring a synthesis of an assigned topic. 15 points

4.3 Online Discussion Participation: For each online session there will be a discussion posted related to the assigned materials. These questions will serve as the foundation for Blackboard discussion groups. The discussions will be held between three and four students through Blackboard. Each student is expected to make a minimum of one original post and a minimum of three follow-up postings per online discussion. You are encouraged to have substantive discussions and not limited yourself to stated minimums. 30 points (10 points for each online topic)

4.4 School Improvement Plan: Each student will develop a school improvement plan related to the needs of learners with mild/moderate disabilities. Details and grading rubric to be provided. 100 points

4.5 Oral Presentation of Leadership Plan: Each student will share their school improvement plan with the class in a 20-30 minute presentation. Details and grading rubric to be provided. 40 points
## 5.0 Course Calendar

<table>
<thead>
<tr>
<th>Session</th>
<th>Date/Time</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>6/2/14 (Monday)</td>
<td>Mild Moderate Disabilities Then and Now</td>
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<tr>
<td></td>
<td>5:30-8:20</td>
<td>LEADER_________</td>
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<tr>
<td>2</td>
<td>6/7/14 (Saturday)</td>
<td>Early Diagnosis of ADHD</td>
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<td></td>
<td>9:00-3:00</td>
<td>LEADER_________ &amp; Juvenile Delinquency and Students with ADHD</td>
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<td>LEADER_________</td>
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<td>3</td>
<td>6/9/14 (Monday)</td>
<td>Common Core Standards and Students with Learning Disabilities</td>
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<td></td>
<td>5:30-8:30</td>
<td>LEADER_________</td>
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<td>4</td>
<td>6/14/14 Online</td>
<td>Restructuring Teacher Preparation Programs</td>
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<td>LEADER_________</td>
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<td>5</td>
<td>6/16/14 (Monday)</td>
<td>Dealing with Mental Illness and Violence (BD)</td>
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<td>5:30-8:30</td>
<td>LEADER_________</td>
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<tr>
<td>6</td>
<td>6/21/14 (Saturday)</td>
<td>Disparate Discipline, Expulsion, Suspension Rates of Students with Disabilities (BD)</td>
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<td>9:00-3:00</td>
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<td><strong>Oral Presentations of School Improvement Plan</strong></td>
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<td>7</td>
<td>6/23/14 (Monday)</td>
<td>Assessments and Teacher Evaluation Systems for Special Educators</td>
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<td>5:30-8:30</td>
<td>LEADER_________</td>
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<td>8</td>
<td>6/28/14 Online</td>
<td>Co-Teaching LEADER_________</td>
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<td>&amp; Parents with Intellectual Disabilities and Their Children (Student Choice)</td>
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<td>DSM-5 &amp; Learning Disabilities</td>
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<td>LEADER_________</td>
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<td>9</td>
<td>6/30/14 (Monday)</td>
<td>Neurobiological Aspects of Mild/Moderate Disabilities</td>
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<td>5:30-8:30</td>
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Course Reading Schedule

6/2  **Mild/Moderate Disabilities Then and Now**

**ADHD**
DSM-V ADHD Fact Sheet


**Learning Disabilities**
DSM-V Learning Disabilities Fact Sheet


**Intellectual Disabilities**
DSM-V Intellectual Disability Fact Sheet


**Behavior Disorder**

Early Diagnosis of ADHD


ADD & Juvenile Delinquency


**Common Core & Learning Disabilities**


Restructuring Teacher Education


6/16 (*=Abstract Only)

**Mental Illness & Violence**


6/21

**Disparate Discipline**


6/23 (Choose 6)

Assessments & Teacher Evaluation Systems


Co-Teaching (*Abstract Only)


**Parents with Intellectual Disabilities**


**DSM-5 & Learning Disabilities**


6.0 Grading Criteria

90-100% = A
80-89% = B
70-79% = C
<70 = F
Step 1—Select a topic for project. This can be done by considering the needs of mind/moderate learners in your school, district or region (SDOR). You may also use one of the course discussion topics. Careful selection of the topic is important as the future implementation of your plan will need your commitment and the by-in of others.

Step 2—Review the literate on your topic. What makes the topic an area of concern for mild/moderate learners? What will happen if something is not done for this group of students if this problem is not addressed? What will happen when this issues is addressed? What have others done about addressing the issue?

Step 3—Collect and provide data relate to your topic. Provide related data from your SDOR on the topic. How many students are affected by the issue? Relate your local data to that of the state or nation.

Step 4—Interpret the data and devise a solution. Your solution should be based on the research you have read about addressing the problem. Go back to articles you have reviewed and consider what others have done. You may also develop your own unique solution to the problem or challenge.

__________Post Class Steps__________

Step 5—Execute your idea. Try what you have planned. Keep careful notes and take data. Seek input from others (fellow teachers, administrators, students, families). Note changes based on your plan.

Step 6—Review your plan and make necessary modifications based on data collected.

Step 7—Develop Manuscript or Report
School Improvement Plan (100 points)

Section 1 --Objectives (1-2 pages Introduction) 15 points
- Clearly describe the purpose of the study and its significance.
- Discuss factors that initially prompted you to ask this question. How did the idea originate?
- Describe how answering the question might improve your practice.

Section 2-- Literature Review (6-8 pages) 50 points
- Review current literature related to the topic.
- May introduce the main theories related to your topic.
- Summary of the state of the art; present the literature for each part of the question.
- Utilize qualitative and quantitative studies for the review.
- Focus on evidence base practices.

Section 3--Methodology and Action Plan (5-6 pages) 35 points
- Detail and support your plan of action
  - The Context (provide a brief description of your site).
  - Clearly describe your setting (classroom, school, etc.). Include all pertinent information available.
  - Situate the question in the context. How does the question relate to the context?
  - Describe all pertinent stakeholders: Who are they? Why are they important?
  - Consider and describe what kind of data you will collect
  - How will you analyze this data?
  - Describe resources needed
  - What is your timeline?

Project will be submitted as a paper using APA guidelines. You will need the traditional cover page, abstract and references.

Oral Presentation of Leadership Plan (40 Points)

Part 1--Objectives (1-2 Slides) [5 points]
Part 2--Literature Review (3-5 Slides) [10 points]
Part 3--Methodology and Action Plan (3-5 Slides) [10 points]
Part 4--Buy-In Plan (1-3 Slides) [15 points]
  - Who are the stakeholders?
  - How will you convince others to support your plan?

You will earn 5 points for the quality of presentation slides and the delivery of the idea. The presentation will be peer-reviewed.