This blended course uses Blackboard 9.1 as its teaching and learning environment. You will have to have your NET ID to log into the course on Blackboard.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 825-2825.

You are required to check your Blackboard account every day for announcements, Blackboard mail messages, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please click the Adobe Reader link located in the Course Content tab of your Blackboard account.

Begin this course by reading the syllabus very carefully. You can access the assignments, discussions, and assessments in this course by using the Course Content Tab, Assignment Tab, Discussion Forum Tab, or Assessment Tab on the tool bar on the left side of the course homepage.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC email or the Blackboard mail message system. If you choose to contact me via telephone, please identify yourself and the course number clearly.

I will respond to email and Blackboard messages within 24 hours, with the exception of weekends and/or holidays.

I. Course Description
This course provides an overview of the characteristics and needs of special student populations in a culturally diverse society. Emphasis will be placed on learning about special education, gifted and talented, culturally and linguistically diverse, and at-risk student populations. Instructional strategies, differentiated curriculum, and assessment will be examined in relation to these special populations.

The three variations of the Special Populations course (All Level = EDUC 4321, 4-8 = EDUC 4323 and EDUC 4322 = 8-12; EDUC 4324= EC-6) are based upon the three distinctive levels of teacher certification in the State of Texas. Each of these three courses requires field experiences and assignments in their respective levels of teacher certification. Every section of the Special Populations courses offered at TAMU-CC may include a mix of preservice teachers seeking any level of teacher certification. However, the field-based experiences/assignments of any given Special Populations class will be required at the appropriate EDUC 4321, EDUC 4322, EDUC 4323 or EDUC 4324 course level which matches the preservice teacher’s level of All Level, 8-12, 4-8 or EC-6 teacher certification, respectively.

II. Rationale
The schools of today are becoming increasingly culturally and linguistically diverse. In addition, most schools actively promote an “inclusive” academic environment. Special student populations served in inclusive general education classrooms include students with disabilities, gifted and talented students, culturally and linguistically diverse students, and students at-risk for school failure. Thus it is important for all teachers to understand how
to adapt instruction to meet the needs of all students, especially those with special learning needs. While most are seeking teaching careers in the “regular” classroom and others are considering careers working specifically in special education or bilingual education, these two career paths are, in fact, rapidly conjoining.

III. State Adopted Proficiencies:
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity in Excellence for All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

IV. TExES Competencies
The following TExES competencies will be developed in this class:

001. The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their development characteristics and needs.
002. The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
004. The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.
005. The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
006. The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.
011. The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
012. The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
013. The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

V. Course Objectives and learning Outcomes:
This course is designed to demonstrate the competencies and proficiencies presented above. The student will:

1. Observe and engage in school-based experiences with special populations and culturally and linguistically diverse students. (TExES Competencies: 002, 004, 005, 006, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations)
2. Observe and explore various types of intervention, modification and adaptive strategies utilized with special needs students and better understand when to use them, and when to seek outside assistance. (TExES Competencies: 002, 004, 005, 006, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Differentiated Instruction)
3. Recognize symptoms which differentiate severe or serious problems of learning or behavior. (TExES Competencies: 002, 004, 005, 006, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations)
4. Broaden knowledge base of teaching and working with special populations and culturally diverse students (i.e. characteristics, federal and state laws, placement and array of services, instructional planning and strategies, collaborative teaching efforts, assessment, and involvement of family and community). (TExES Competencies: 001,
5. Investigate and broaden knowledge of disabilities associated with special education students. (TEExS Competencies: 001, 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Code of Ethics & Standard Practices)

6. Explore his/her awareness of personal beliefs about teaching special populations and culturally and linguistically diverse students through a case study and tutoring students of special needs. (TEExS Competencies: 001, 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations)

7. Promote and strengthen his/her interest in working with ALL students, including special populations. (TEExS Competencies: 001, 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Code of Ethics & Standard Practices)

8. Gain experience in modifying instruction to meet students’ special educational needs. (TEExS Competencies: 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Differentiated Instruction)

9. Recognize the nature and significance of cultural diversity in historical and contemporary contexts and demonstrate an awareness and appreciation for cultural diversity. (TEExS Competencies: 002, 012, 013) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)

VI. Course Topics:

VII. Instructional Methods and Activities

A. Traditional Experiences (group discussion, demonstrations, drill, guest speakers, video, student discussions/presentations)

B. Field Experiences will involve observation, reflection, planning and teaching of individuals/small groups at the appropriate course level that matches the preservice teacher’s desired level of teacher certification.

VIII. Evaluation and Grade Assignment

Overview of Course Requirements:
1. Class attendance and participation;
2. Initial Response to Assigned Readings (300 points);
3. Response to Peers’ Responses to Assigned Readings (300 points);
4. Two IRIS Modules (100 points);
5. Instructional Modifications Interview (100 points)
6. Two Special Education Classroom Observations (100 points);
7. Case Study Journal and Report (200 points);
8. Four Exams (400 points);

Detailed Description of Course Requirements:

1. Class Attendance and Participation
   The Student Handbook and Code of Conduct 2011-2012 includes the following policy regarding class attendance:

   Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

   Students in EDUC 4321 - 4324 are expected to attend all scheduled class meetings on time unless they are on approved university business as described above.

2. Initial Responses to Assigned Readings (Fifteen (15) initial responses at 20 points each for 300 total points).

   This activity requires you to read the reading assignment and post an initial reflection/response to the reading by the due date/time posted in the course schedule.

   All postings, Initial Responses to the Reading and Responses to Peers, should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

   In every post, do one or more of the following:

   1. Agree with the author of the reading or the discussion posting of a class colleague.
   2. Disagree with the author of the reading or the discussion posting of a class colleague.
   3. Provide a different perspective to anything read for the course, text books, articles, postings by colleagues, etc.
   5. Provide a new perspective.
   6. Provide a new example.
   7. Apply the concept to a new area or topic.
   8. Tell a story about how the topic relates to their lives.
   9. Explain how they will apply this knowledge in the future.
   10. Explain how the knowledge or concept might have unintended consequences in the future.
Remember that the written reflections you share with us are open-ended conversations not summaries of the readings. The thinking you share with the class does not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses that demonstrate serious thinking about the reading will receive full credit. Responses that seem superficial and do not seem to demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. Pay close attention to due dates and times. No late work will be accepted.

3. Response to Peers (Thirty (30) responses at 10 points each for 300 total points)

You are required to post a written response to at least two (2) of your peer’s “Initial Responses to Assigned Readings” for each assigned reading by the due date/time posted in the course schedule.

All postings, Initial Responses to the Reading and Responses to Peers, should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because..." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:

• Agree with the author of the reading or the discussion posting of a class colleague.
• Disagree with the author of the reading or the discussion posting of a class colleague.
• Provide a different perspective to anything read for the course, text books, articles, postings by colleagues, etc.
• Provide a new reference.
• Provide a new perspective.
• Provide a new example.
• Apply the concept to a new area or topic.
• Tell a story about how the topic relates to their lives.
• Explain how they will apply this knowledge in the future.
• Explain how the knowledge or concept might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading.

Responses that demonstrate serious thinking about the reading will receive full credit. Responses that seem superficial and do not seem to demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. Pay close attention to due dates and times. No late work will be accepted.
Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:

Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:
If student A posts an initial response to the Chapter 4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, \([20+10+10]\)) points under the Chapter 4 tab in the Blackboard grade book.

If student B posts an initial response to the Chapter 4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of thirty (30, \([20+10+0]\)) points under the Chapter 4 tab in the Blackboard grade book.

If student C posts an initial response to the Chapter 4 reading assignment, and does not post a response to any peer, student C will receive a maximum of twenty (20, \([20+0+0]\)) points under the Chapter 4 tab in the Blackboard grade book.

4. IRIS Module - Accommodations: Instructional and Testing Supports for Students with Disabilities (50 points possible)
Go to the IRIS website: [http://iris.peabody.vanderbilt.edu/acc/chalcycle.htm](http://iris.peabody.vanderbilt.edu/acc/chalcycle.htm). Click on the “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript.” Click on Thoughts. Next, click on Perspectives and Resources. Click on “Assessment” and answer the six questions thoroughly and place your answer under each question. Copy the questions (include numbers with the questions) and your answers under each question and save to post as an attachment to the Blackboard assignment titled “IRIS Module: Accommodations.” Click “Wrap Up” and read over the module’s summary.

IRIS Module – Teaching English Language Learners (ELL) (50 points possible)
Go to IRIS website: [http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm](http://iris.peabody.vanderbilt.edu/ell/chalcycle.htm). Click on Challenge and view the movie. If you are unable to view the movie, then "View the transcript". Next, click on Perspectives and Resources. Please read pages 1 through 11 thoroughly. Click on "Assessment" and answer questions #1, 2, 4 and 5 thoroughly and place your answer under each question. Please omit 3a and 3b. Copy the questions (include numbers with the questions) and your answers under question and save to post as an attachment to the Blackboard assignment titled “IRIS Module: Teaching ELL.” Click “Wrap Up” and read over the module’s summary.

5. Instructional Modifications Interview (100 points possible):
Conduct an interview with a regular general education teacher who modifies instruction for an identified special education, ELL, or Section 504 student. Complete this modification checklist on the child receiving Special Services. (√) each modification required in each subject area for the student. For each required modification, thoroughly explain at least 5 different modification implementations in the general education classroom. Also, include how the teacher documents each modification. Each modification description should be at least 80 words. Post as an attachment to the BlackBoard assignment titled “Instructional Modifications Interview”. Also, bring a hard copy of the assignment and checklist to class by the due date. The student must remain anonymous.

6. Special Education Classroom Observations (50 points each, 100 points possible):
Two observations in special education classrooms are required at the site of your teaching assignment or in grade(s) that match your appropriate level of certification. Guidelines, for Classroom Observations are provided in Blackboard.

7. Case Study Journal (200 points possible):
Select a student with special learning needs in your class to observe closely over the course of the semester. Guidelines for Case Study and Report are provided in Blackboard.

8. **Exams:** (100 points each for a total of 400 points)
Students will complete four (4) examinations in this course. The four examinations will consist of questions drawn from information in the course text and will open and close in accordance with their respective due dates:

1. Exam One – Chapters 1, 2, 3 and 4 (100 points)
2. Exam Two – Chapters 5, 6, 7 and 8 (100 points)
3. Exam Three – Chapters 9, 10, 11 and 12 (100 points)
4. Exam Four – Chapters 13, 14 and 15 (100 points)

9. **Study Guides**
Study guides are provided to students for each of the four exams and should be thought of as take home exams. Since actual exams are a sampling of the study guides; answers to the study guides will not be given to students under any circumstance. Since many of the questions on the study guides are conceptual and not simply factual, students are encouraged not to scan the text for answers as this will lead to many inaccurate answers. Students are encouraged to read the text, form study groups and study sessions in order to accurately complete the study guides.

Students are strongly encouraged to complete all readings and study guides before attempting the actual examinations, since there will be no additional attempts allowed on any exam unless TAMUCC technicians can confirm to the professor that a technical problem with TAMUCC Blackboard server has occurred during the time the student attempted the exam. Students may use their text and study guides during an exam.

Since each exam includes a complete study guide students are expected to be able to quickly read, recognize, and answer exam questions. Each exam is specifically designed to preclude students having time to read the questions and search for answers while the exam is open. Students are expected to know the material well before opening the exam.

**Grading Scale**
- 1350 (90%) - 1500 = A
- 1200 (80%) - 1349 = B
- 1050 (70%) - 1199 = C
- 900 – 1049 (60%) = D
- Below 60% = F

IX. **Course Schedule**
A. See attached Schedule
B. Last Day to Drop (See Academic Calendar)

**Class Policies**
- **Written Work in EDUC 4321 - 4324**
  All written work in EDUC 4321 - 4324 must be in 12-point font with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.

  All written work submitted in hard-copy form must be stapled (if more than one page) and paginated.

- **Do Not Email Assignments**
  Absolutely no assignments will be accepted through regular TAMUCC email.
• Submission of Late Work
Late work is not accepted! There will be no exceptions to this policy.

• Class Attendance and Participation
The degree to which you attend and participate in all of the learning activities in EDUC 4321 - 4324 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2011-2012 includes the following policy regarding class attendance:

Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].

• Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

• Classroom Conduct
Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

• Disabilities
“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in CCH 116” http://disabilityservices.tamucc.edu

The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.
If you are a returning veteran and experience cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

- **Statement of Civility**
  Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. [http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm)

- **Grade Appeals**
  As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

X. **Textbook**

**Required Textbook:**
Course Schedule:  (F2F)= face to face class meetings  (BB=Blackboard online delivery)

**Week 1: (F2F)**
Attend 1st week in our assigned classroom on Monday from 4:20 until 6:50 to review syllabus, Blackboard course materials, and activities

**Week 2: (BB)**
1. Post Initial Response to Chapters 1, 2, 3, & 4
2. Post Response to at least 2 peers’ Chapters 1, 2, 3, & 4

**Week 3: (BB)**
1. Complete and submit the Two IRIS assignments

**Week 4: (F2F)**
Attend class in University Center from 9:00 until noon (see Blackboard announcement for details)
1. Begin Case Study Journal (3 entries recommended)

**Week 5: (BB)**
1. Complete Study Guide for Chapters 1 – 4

**Week 6: (BB)**
1. Take Exam One

**Week 7: (BB)**
1. Post Initial Response to Chapters 5, 6, 7, & 8
2. Post Response to at least 2 peers’ Chapters 5, 6, 7, & 8

**Week 8: (F2F)**
Attend class in University Center from 9:00 until noon (see Blackboard announcement for details)
1. Conduct and submit Two Special Education Classroom Observations

**Week 9: (BB)**
1. Continue Case Study (3 entries recommended)
2. Complete Study Guide for Chapters 5 – 8

**Week 10: (BB)**
1. Take Exam Two

**Week 11: (BB)**
1. Post Initial Response to Chapters 9, 10, 11, & 12
2. Post Response to at least 2 peers’ Chapters 9, 10, 11, & 12

**Week 12: (BB)**
1. Conduct and submit Instructional Modifications Interview
2. Continue Case Study (3 entries recommended)
3. Complete Study Guide for Chapters 9 – 12

**Week 13: (BB)**
1. Take Exam Three
2. Complete Case Study Journal (minimum of 10 journal entries)
3. Case Study Final Written Report
**Week 14: (BB)**
1. Post Initial Response to Chapters 13, 14, & 15
2. Post Response to at least 2 peers’ Chapters 13, 14, &15
3. Complete Study Guide for Chapters 13 – 15

**Week 15 (F2F)**

*Attend class in University Center from 9:00 until noon (see Blackboard announcement for details)*

1. Take Exam Four