EDUC 4321-24: Instructional Design for Special Populations
Blackboard

Course/Sec: EDUC 4321-24: Section W01  Instructor: Dr. M. McConnell
Dates: Fall 2014; 8/27 – 12/2  Office: Virtual: email, phone, & WebEx
Office Phone: 361-244-7486  Office Hours: WebEx M & T 8 - 9:30 AM
E-Mail: Through BlackBoard melissa.mcconnell@tamucc.edu  Phone/email: M - TH, 9 AM- 4 PM

EDUC 4321-24.W01 is an Online Course:
EDUC 4321-24 uses Blackboard as its only teaching and learning environment. All EDUC 4321-24 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires students to have their normal NET ID to log into the course on Blackboard.

Since EDUC 4321-24.W01 is a fully online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

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 361-825-2825.

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

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course by using the Course Schedule Overview Tab, Assignment Tab, Discussion Board 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 Islander email in Blackboard. If you choose to contact me via telephone, please identify yourself and the course number clearly.

I will respond to email, Monday through Thursday within 48 hours, with the exception of weekends and/or holidays.

Online Office Hours:
Office hours are virtual through WebEx, Islander email (provide your full name and course number in the email), and telephone.

Email:
Use the “Islander email” tool on the tool bar on the left side of the course content page in Blackboard to contact me with questions and/or issues relating to this class.

Please always include your first and last name and course EDUC 4321-4324 in your email.
It is much easier for me to respond to your concerns if you contact me through the communication tools in Blackboard. Here’s why: if you contact me through the Islander email tool in Blackboard, the message includes course information in the subject line that helps me identify you and the course about which you have a question. If you have a question about the class, it is much faster and much easier for me to answer your question if I know who you are and the class in question.

I normally respond to class related email very quickly, but please allow me at least forty-eight hours to respond to mail about the class. I am not in the online course on Friday, Saturday or Sunday.

Normally, I will not read or respond to mail before 9:00 AM on Monday or after 5:00 PM on Thursday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment or email. If I am going to be out of the normal classroom for more than forty-eight hours, I will post an announcement notifying the class of a return date. Again, I am typically out of the classroom Friday, Saturday and Sunday.

Although, not recommended, if you contact me through “regular” Islander email (which means you did not use the Islander email link in Blackboard), make sure to include the course number and section in the subject line and clearly identify yourself somewhere in the email by the name you use for the class. This class may combine more than one section of EDUC 4321-4324. If I cannot identify you, I will not respond.

Many of you will have great questions that will benefit all students to know the answers. Therefore, I will respond to all students in the class unless you specifically state “confidential” in the subject line in your email to me.

Devices:
I strongly recommend that students do not use tablets, iPads, or forward their email to their phones as these devices are unreliable and content is often lost.

I will not respond to email that comes through any mail service other than TAMUCC email. I will not respond to Gmail, Hotmail, or any other mail service. Using the university email system assures my students and me that there is a paper trail of all of our electronic conversations in case there is a future misunderstanding.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

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; 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. (TExES Competencies: 001, 002,) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)

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 specials needs. (TExES Competencies: 001, 002, 004, 005, 012) (State Proficiencies: 1, 2, 3) (Curricular Topic: Special Populations; Code of Ethics & Standard Practices)

7. Promote and strengthen his/her interest in working with ALL students, including special populations. (TExES Competencies: 001, 002,) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)

8. Gain experience in modifying instruction to meet students’ special educational needs. (TExES 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. (TExES Competencies: 002, 012, 013) (State Proficiencies: 1, 3) (Curricular Topic: Special Populations)

VI. Course Topics:
TAC §228.30(b): 17 Subject Matter Curricular Topics
- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
- TEKS Organization, Structure & Skills
- TEKS in the Content Areas
- State Assessment of Students
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Classroom Management
- Special Populations
- Parent Conferences / Communication
- Instructional Technology
- Pedagogy / Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

VII. Instructional Methods and Activities

EDUC 4321/2/3/4 utilizes a variety of traditional instructional methods and activities, as well as field-based experiences.
A. Traditional Experiences (group discussion, demonstrations, drill, guest speakers, video, student discussions)
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.

IV. Evaluation and Grade Assignment

Overview of Course Requirements:
1. Syllabus Quiz (100 points);
2. Autobiographical Sketch (50 points);
3. Initial Response to Assigned Readings (200 points);
4. Response to Peers’ Responses to Assigned Readings (200 points);
5. Two IRIS Modules (200 points, 100 points each);
6. Special education Classroom Observation (200 points);
7. Instructional Modifications Interview (100 points);
8. Case Study Journal and Final Written Report (400 points);
9. Four Exams (400 points)

Final Course Grade:
The following scale describes how course grades are calculated:

- 1850 — 1665 pts. = A
- 1664 — 1480 pts. = B
- 1479 — 1295 pts. = C
- 1294 — 1110 pts. = D
- Below 1110 pts. = F

Grades are reported after the due date of the assignments or exams.

Detailed Description of Course Requirements:

1. Syllabus Quiz (100 points possible)

The Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date listed in the Course Schedule Overview found in the syllabus and on the course Blackboard homepage.

While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to questions on the quiz.

Feel free to collaborate with your peers to check your answers before you take the quiz. You will have two chances to post your answers and you will not be able to revise your answers once you have completed the second attempt. Additionally, Blackboard will save your second attempt as the final score, not the highest score.

The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

2. Autobiographical Sketch (50 points possible)

In 300—600 words, tell your classmates something about you. As a way for all of us to learn something about you, share whatever you think appropriate about:

- your personal life and family;
- your work;
- your hobbies;
- your school experiences;
- any honors or awards you have earned; and,
- your plans for the future.

Post your sketch to the “Autobiographical Sketch” discussion on the Discussion Board by the due date and time in the Course Schedule Overview.
Evaluation of the “Autobiographical Sketch” assignment is all or none. If you follow the above assignment and post it to the appropriate place in Blackboard by the date and time in the Course Schedule Overview, you will receive full credit. If you do not follow the above assignment, or if you do not post by the date and time in the Course Schedule Overview, you will receive no credit for the assignment.

**You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.**

### 3. Initial Responses to Assigned Readings (200 points possible)

This activity requires you to read the reading assignment and post an initial reflection/response to the reading. Students are required to post at minimum a one page, 500 to 600 words, single spaced, 12 font, written reflection for each reading assignment, selecting a key idea or topic from each chapter. Students are required to respond to each chapter in each reading assignment.

Please title each chapter. *Also, use chapter and page numbers so your peers can refer to the text when reading your reflection.*

Just click on “create thread” in the Initial Response and Peer Response section of the assignment or on the left side of the page in Blackboard in the Discussion Board. I strongly recommend that you write your Initial Response in a word document and copy and paste it into Blackboard. This will keep you from losing your work in the event of a computer disconnect or issue.

An example of an appropriate Initial Response and Responses to Peers is on the left hand side of the screen on the Homepage in Blackboard. Be sure to post your reflection before reading your peers.

All postings, **Initial Responses to the Reading and Responses to Peers** (see below), 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, posting by colleagues, etc.
4. **Provide a new reference.**
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 or formal essays about the reading. 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 essay (though it may, if you so choose). But it ought to represent your serious thinking about the logical consequences of beliefs, attitudes, and thinking (yours and others), and it must demonstrate that you have reflected on what you have read.

Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

4. **Response to Peers (200 possible points)**

You are required to respond to at least one (1) peer’s reflections for each reading assignment.

To respond to a peer’s Initial Reflection just use the “reply” button in the discussion. Each response to a peer’s Initial Reflection should be at minimum a ½ page, 250 to 300 words, single spaced, document. As with the Initial Response, I strongly encourage you to type your Response to a peer’s Reflection in a word document and then copy and paste it into Blackboard to avoid losing your work in the event of a computer disconnect or issue.

Be sure to identify the peer in which you are responding for each response.

All **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, classmates, or any of the authors we read—but any university student should be able to explain the reason for their agreement or disagreement.

In every response to a peer, do one or more of the following:

- Agree with your classmate and explain why you agree.
- Disagree with your classmate and explain why you disagree.
- Provide a different perspective about the topic.
- Provide a different frame of reference for the topic.
- Provide a different example.
- Apply your classmates’ ideas to a different by related topic.
- Tell a story about how your classmate’s response to the reading relates to your life.
- Explain how your classmate’s response to the reading will affect your teaching in the future.
- Explain how your classmate’s ideas, if applied, 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 to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.
You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

5. **IRIS Module 1 - Accommodations: Instructional and Testing Supports for Students with Disabilities** (100 points possible)

Go to the IRIS website: [http://iris.peabody.vanderbilt.edu/acc/chalcycle.htm](http://iris.peabody.vanderbilt.edu/acc/chalcycle.htm) or click on the link in BlackBoard. Click on “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript” and read the information. Next, click on “Thoughts” and read the information. Next, click on “Perspectives and Resources” and read the information. Click on “Assessment” and answer all questions using the Template provided in the Course Content in BlackBoard. Click “Wrap Up” and read over the module’s summary. Be sure to **BOLD** and use black when typing your answers. Post your completed Template as an “attachment” in the Blackboard assignment titled “IRIS Module 1: Accommodations.” Do not “cut and paste” this assignment.

**Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0).** The Template is a classroom management tool that allows me to standardize my grading.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

6. **Special Education Classroom Observation** (200 points):

One observation in a special education classroom (inclusion, resource, PPCD, life skills, content mastery, etc.) is required at the site of your student teaching assignment or in the grade level(s) that match your appropriate level of certification. The special education observation requires you to use the Template provided in the Course Content in BlackBoard.

When completing the template, be sure to type your answers in black. Post your completed template as an attachment in the Blackboard assignment titled “Special education Classroom Observation.”

No credit will be provided if the Template is not used. The Template is a classroom management tool that allows me to standardize my grading.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.
7. **Instructional Modifications Interview (100 points possible):**
   Conduct an interview with a regular general education teacher who modifies instruction for students identified as special education, ELL, or Section 504 students. Using the template provided in the Course Content in BlackBoard, complete the “Modification Checklist” for a child receiving Special Services. Check (V) each modification required in each subject area for the student. If the student does not have at least five modifications, you will be required to ask the teacher about modifications she uses with other students, so you will have a total of five modifications.

   After completing the checklist section of the template, thoroughly explain at least five (5) different modification implementations in the general education classroom, again using the template. Describe what the general education teacher does to implement each particular modification. Also, include how the teacher documents each modification. Each of the five (5) modification description should be at least 80 words.

   When completing the template, be sure to type your answers in black. **Also, the student must remain anonymous.** Post your completed Template as an attachment in the Blackboard assignment titled “Instructional Modifications Interview.”

   No credit will be provided if the Template is not used. The Template is a classroom management tool that allows me to standardize my grading.

   **You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.**

8. **Case Study Journal and Final Written Report (400 points possible):**
   This assignment is twofold and requires you to complete an introduction with ten (10) journal entries and complete a “Final Written Report Template” to be posted in the section titled “Case Study Journal and Final Written Report” as one completed document.

   The purpose of this assignment is to assist you in becoming a better observer of children. As teachers we may have as many as 25 energetic, unique individuals vying for our attention in the classroom environment. It is difficult to observe each child all day all the time. But with practice, you can become better at “noticing” all children. It is through better understanding of children that we become better educators.

   Begin by observing the students in your classroom and after a few visits select one student that intrigues you.

   Next, write an Introduction using a Pseudonym Name for your Student for the purpose of confidentially. In your Introduction record, write your first impressions of the student, provide a full description of the student (age, gender, and ethnicity), and write why you chose this particular student to observe.

   Observe the student for a few days and record your daily observations in a journal. **Make it a habit of documenting and dating each day’s** information concerning the student. You will need a minimum of 10 journal entries/observations for credit. Make sure to clearly date each journal entry for credit. Each entry should be a minimum of 100 words for credit. This is an all or none. If a journal entry is not a minimum of 100 words, no credit will be given. In your entries discuss, Good day…tell why. Bad Day…explain. (i.e. academic behavior, unusual behavior, unusual situations, discipline situations, patterns of behavior, study skills, etc.)

   When observing, pay close attention to the way the student behaves on the playground, in the lunchroom (or in an environment outside of the classroom). Additionally, describe the way he/she acts
in class. Where does he/she sit? What kind of student is the child? How does the student interact with the teacher and other students? How does the student interact with you?

Observe the student during class instruction and detail the event. What was the lesson being taught? Was the student involved in the lesson? How was the student involved? Did the student understand the assignment? Did the student complete the work or assignment material?

Ask the teacher about the student. Record this information in your journal. Spend individual time with the student (i.e. tutoring, time at recess or at lunch). Record the conversations in your journal.

After you have completed your Case Study Journal Entries you will need to complete a Final Written Report based on your written journal entries and observations of the student using the Template provided in the assignment in BlackBoard. When completing the template, be sure to type your answers in black.

No credit will be provided if the Template is not used. The Template is a classroom management tool that allows me to standardize my grading.

Please see the grading rubric in BlackBoard in the assignment titled “Case Study Journals and Final Written Report” to see how you will be evaluated for this assignment. Per the Rubric found in the BlackBoard Assignment the Final Written Report should include the following components for credit:

1. An Introduction including a full description of the student (age, gender, and ethnicity),
2. A comparison of your first and last impressions of the student,
3. Why you chose this particular student to journal and observe,
4. Various behaviors in various locations,
5. Student involvement in lessons,
6. Information about the student from the teacher,
7. What worked for the student and what did not work the student to be successful in their environment, and

Cut and paste your Introduction and ten (10) Journal Entries to the bottom of your completed Final Written Report Template and post the document as an attachment in the Blackboard assignment titled “Case Study Journal and Final Written Report.”

In order to receive any credit for this assignment both the Case Study Journal Entries and the Final Written Report must be completed. No partial credit will be given.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

9. Exams: (100 points each for a total of 400 points):
Students will complete four (4) examinations in this course. The four exams will consist of questions drawn from the study guides and from the course text. Once you open an exam you must complete the exam within the time allowed. Each exam will consist of 40 questions and you will have approximately 40 minutes to complete each exam. Since students are expected to know the content before taking the exam, study guides are provided for your success. To access the study guides see the Course Tool Bar on the left of the BlackBoard course.

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)
Each exam will be available to students on the first day of class, but will close on the dates and times in the Course Schedule Overview. Do not open the exam until you are ready to take the exam, as once you begin the exam you must finish the exam. Students are cautioned to complete all readings and to use the text to answer all of the questions on the study guide provided with each exam before attempting the exams.

The exam questions are in order by chapters; however, the questions are not in order, but randomized. This means that the first ten questions are from chapter one, but the questions are any of the questions on the study guide for chapter one. The next set of ten questions is from chapter two, and the questions are any of the questions from chapter two on the study guide and so on for all chapters and all exams.

I believe that exams should be used as a leaning tool; Therefore, I have provided study guides for each exam. I believe there should be no surprises on exams. Students should know exactly what they are being assessed on in this class. Sometimes errors can be found on exam questions. Although, I believe all or most errors have been corrected for this class, if you find an error, please don't panic. Just email me through Blackboard and I will take a look at the question. You can find the Study Guides in course menu in Blackboard.

NOTE: Additionally, you may take the exams as many times as you would like BEFORE the due date. The exam will not be offered after the due date. Additionally, only the LAST attempt will be saved, NOT the highest score. Exam answers will not be given under any circumstance.

Exam grades will be available after “all” students have taken the exam and final grades for the class are posted as stated on the university calendar. If you need additional information about your grades or your academic standing in this class, please contact me.

Please Note: Technical problems with the student’s internet connection, hardware, or software will not result in opportunities to access the exam or to take the exam over after the due date. I recommend that students not wait until the last day to take exams.

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 may use their text and study guides during an exam.

Since a complete study guide is provided for each exam, 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.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. Be sure to check the Course Schedule Overview for due dates.

IX. Course Schedule
Please see the Course Schedule Overview in BlackBoard for all due dates.

**Class Policies**

- **Written Work in EDUC 4321 - 4324**
  All written work in EDUC 4321 - 4324 must be in 10- or 12-point font, double spaced, 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 2010-2011* 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 Driftwood 101.” 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

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 Rule13.02.99.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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Textbook
You will need the textbook the first day of class. Failure to obtain the textbook in a timely manner is not an excuse for late work. The required textbook for this class is Heward, W. L. (2013). Exceptional Children: An Introduction to Special Education 10th Ed. Prentice Hall, ISBN 13: 9780132626163 or ISBN 10: 0-13-262616-0.
Course Schedule Overview
EDUC 4321-24: Instructional Design for Special Populations
Fall 2014: August 27 – December 2

Course Schedule Overview: You may work ahead, but not backwards. No late work is accepted.

Weeks 1 – 4: Wednesday, 8/27 – Sunday, 9/21
1. Syllabus Quiz due Sunday, 8/31 @ 11:30 PM
2. Autobiographical Sketch due Sunday, 8/31 @ 11:30 PM
3. Post Initial Response to Chapters 1, 2, 3, & 4 in the course text by Sunday, 9/14 @ 11:30 PM
4. Post Response to at least 2 peers’ Chapters 1, 2, 3, & 4 due by Sunday, 9/21 @ 11:30 PM
5. Complete Study Guide for Chapters 1 – 4 before attempting Exam One
6. Exam 1 due by Sunday, 9/21 @ 11:30 PM

Weeks 5 – 8: Monday, 9/22 – Sunday, 10/19
1. Post Initial Response to Chapters 5, 6, 7, & 8 in the course text by Sunday, 10/5 @ 11:30 PM
2. Post Response to at least 2 peers’ Chapters 5, 6, 7, & 8 by Sunday, 10/19 @ 11:30 PM
3. Post complete Template for IRIS Module #1 Accommodations by Sunday, 10/19 @ 11:30 PM
4. Post complete Template for IRIS Module #2 Teaching ELL by Sunday, 10/19 @ 11:30 PM
5. Complete Study Guide for Chapters 5 – 8 before attempting Exam Two
6. Exam 2 due by Sunday, 10/19 @ 11:30 PM
7. Note: Recommend having 4 Case Study Journal entries completed by Sunday, 10/19 @ 11:30 PM

Weeks 9 – 12: Monday, 10/20 – Sunday, 11/16
1. Post Initial Response to Chapters 9, 10, 11, & 12 in the course text by Sunday, 11/2 @ 11:30 PM
2. Post complete Template for Special Education Observation by Sunday, 11/2 @ 11:30 PM
3. Post Response to at least 2 peers’ responses to chapters 9, 10, 11, & 12 by Sunday, 11/16 @ 11:30 PM
4. Complete Study Guide for Chapters 9 – 12 before attempting Exam Three
5. Exam 3 due by Sunday, 11/16 @ 11:30 PM
6. Note: Recommend having 3 Case Study Journal entries by Sunday, 11/16 @ 11:30 PM

Weeks 13 – 16: Monday, 11/17 – Sunday, 11/30
1. Post Initial Response to Chapters 13, 14, & 15 by Sunday, 11/23 @ 11:30 PM
2. Post Complete Template for Instructional Modifications Interview by Sunday, 11/23 @ 11:30 PM
3. Post Response to at least 2 peers’ responses to chapters 13, 14, & 15 by Sunday, 11/30 @ 11:30 PM
4. Post your Introduction/Ten (10) Journal Entries with Case Study Final Written Report Template by Sunday, 11/30 @ 11:30 PM

Finals: Thursday, 12/4
1. Complete Study Guide for Chapters 13 – 15 before attempting Exam Four
2. Exam 4 due by Thursday, 12/4 @ 11:30 PM