TEXAS A&M UNIVERSITY-CORPUS CHRISTI
EDUC 4321-24: Instructional Design for Special Populations
Hybrid/Blended Syllabus – Fall 2015

Course/Sec: EDUC 4321, 4322, 4323, 4324: Instructor: Annette Guerra
Time/Room: TBA Office: Faculty Center 251
Dates: Fall 2015 Office Hours: By appointment or
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SEMINAR DATES: 8/26/15, 9/30/15, 10/28/15, AND 11/18/15
CLASS TIME: 9 AM – 11:50 AM
SEE ITEM XII IN SYLLABUS FOR TEXTBOOK INFORMATION

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 825-2692.

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 48 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. (Including training on Detection of Students with Mental or Emotional Disorders) (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, 002, 011, 012, 013) (State Proficiencies: 1, 3, 4, 5) (Curricular Topic: Special Populations; Parent Conferences/Communication)

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. **High Impact Educational Practices** (within EDUC 4321, 4322, 4323, and 4324)
   A. Common Intellectual Experiences
   B. Learning Communities
   C. Writing Intensive Course
   D. Diversity/Global Learning
   E. Capstone Course and Project

VIII. **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/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.

IX. **Evaluation and Grade Assignment**

**Overview of Course Requirements:**
1. Class attendance and participation in seminars (100 points) **You are expected to attend ALL sessions on seminar days.** There are NO “free” absences in Special Populations seminar. It is your responsibility to sign in on the attendance roster provided at each seminar. Seminar meetings will cover accommodations for students with dyslexia; detection of students with mental or emotional disorders; accommodations for Section 504; and other trainings for our culturally diverse population. (50 points will be deducted for each absence)
2. Initial Response to Assigned Readings (200 points);
3. Response to Peers’ Responses to Assigned Readings (200 points);
4. Two IRIS Modules (100 points each; 200 points total);
5. Instructional Modifications Interview (100 points)
6. Case Study Journal and Report (400 points);
7. Four Exams (400 points);
8. Syllabus Quiz (100 points)

**Detailed Description of Course Requirements:**

1. **Class Attendance and Participation**
   The *Student Handbook and Code of Conduct 2014-2014* 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 (see course requirement for attendance above). 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 (200 total points).

This activity requires you to read the reading assignment and post an initial reflection/response to the reading which adds value to the reading. Students are required to post at minimum a one page, single spaced, 12 font, written reflection for each reading assignment, selecting a key idea or topic from each chapter. Please title each chapter. Also, use chapter and page numbers in your initial response, so your peers can refer to the text when reading your response.

Just click on “create thread” in the Initial Response and Peer Responses 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.

Please refer to the example of an appropriate Initial Response and Responses to Peers provided to you at our first class meeting. 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.

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

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 (200 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 you have to do is select “Reply” on your peer’s response and begin responding. Be sure to select "Submit" when you are finished with your reply.
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.

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 50 points, and two (2) responses to peers, which are valued at 25 points each (total 50 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 Chapters 1-4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of 100 (50, [25+25]) points in the Blackboard grade book.

If student B posts an initial response to the Chapters 1-4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of 75 (50, [25+0]) points in the Blackboard grade book.

If student C posts an initial response to the Chapters 1-4 reading assignment, and does not post a response to any peer, student C will receive a maximum of 50 (50, [0+0]) points in the Blackboard grade book.

4. **IRIS Module - Accommodations: Instructional and Testing Supports for Students with Disabilities** (100 points possible)
Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/acc/ Click on the “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript.” Click on Thoughts and review the questions. Next, click on Perspectives and Resources. Please read these pages thoroughly. Then, click on Wrap Up and read over the module’s summary. Finally, “Click on Assessment” and answer all questions using the template provided in your Blackboard unit. The questions on the template are the exact questions on the “Assessment” section of the module. Please use the template to record your answers to the Assessment questions as
instructed. When completing the template, be sure to type your answer in black. Then, save and post as an attachment to the Blackboard assignment titled “IRIS Module: Accommodations.” Failure to use the template for recording your assessment answers will result in a grade of zero.

IRIS Module – Teaching English Language Learners (ELL) (100 points possible)
Go to IRIS website: http://iris.peabody.vanderbilt.edu/module/ell/ Click on the "Challenge" and view the movie. If you are unable to view the movie, then "View the transcript". Then, click on "Thoughts" and review the questions. Next, click on Perspectives and Resources. Please read these pages thoroughly. Afterwards, Click “Wrap Up” and read over the module’s summary. Finally, click on "Assessment" and answer all of the questions using the template provided in your Blackboard unit. The questions on the template are the exact questions on the “Assessment” section of the module. When completing the template, be sure to type in black. Then, save and post as an attachment to the Blackboard assignment titled “IRIS Module: Teaching ELL.” Failure to use the template for recording your assessment answers will result in a grade of zero.

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”. The student must remain anonymous.
   Failure to use the template will result in a grade of zero.

6. Case Study Journal (200 points possible) and Case Study Final Report (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.

7. 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)

8. Syllabus Quiz: (100 points)
   After carefully reading over the syllabus, a ten question quiz will be taken to ensure understanding of course materials, information, and policies.

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**

- 1550 - 1700 = A
- 1400 - 1549 = B
- 1250 - 1399 = C
- 1000 – 1249 = D
- Below 1000 = F

**XI. Course Schedule**

A. See attached Schedule (See Course Schedule Overview on Blackboard for specific due dates)
B. Last Day to Drop (See Academic Calendar)

**Class Policies**

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

- **Do Not Email Assignments**
  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.

- **Extra Credit and End of Semester Negotiations**
  I will not entertain any end of semester negotiations about grades. However, I will support you in every way possible during the semester to ensure that you perform well in the class if you communicate any difficulties or concerns with the material with me. Your grade in the course is a direct reflection of your engagement in your own learning process. Please complete all assignments as instructed and submit them by the due date. **There will be NO extra credit assignments under any circumstances.**

- **Technical Difficulties**
  Since this class is a web-enhanced, you must have the ability to connect to the Internet, download required material, and post required materials as needed. **I will not entertain excuses**
emerging from last minute computer troubles, crashes, etc. So plan ahead and have back up plans in place should something go wrong.

- **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. Points will be deducted for each absence. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2012-2013 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].*

- **Dropping a Class**
  I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website [http://www.tamucc.edu/academics/academic_cal.html](http://www.tamucc.edu/academics/academic_cal.html).

- **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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website [http://judicialaffairs.tamucc.edu/](http://judicialaffairs.tamucc.edu/)

- **Classroom Conduct**
  All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty members. 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. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html

- **Disabilities**
  “The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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

  I will not be able to make accommodations without a letter from Disability Services.

  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.

- **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://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

  **Preferred methods of scholarly citations**
  See Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

  **Statement of Academic Continuity**
  In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be
operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XII. Textbook

Required Textbook:

Course Schedule: (F2F)= face to face class meetings  (BB=Blackboard online delivery)
See Blackboard Course Schedule Overview for specific dates

**Week 1: (F2F)**
Attend 1st week in our assigned classroom to review syllabus, Blackboard course materials, and seminar on teaching at-risk youth
1. Take Syllabus Quiz

**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 special pops seminar from 9:00 until noon (see Blackboard announcement for details)
Seminars:
On LRE; special education law case studies; and Response to Intervention; ARDs and IEPs
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 special pops seminar from 9:00 until noon (see Blackboard announcement for details)
Seminar:
On Section 504; STAAR testing accommodations, and Dyslexia Law and Accommodations Training

**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: (F2F)**
Attend special pops seminar from 9:00 until noon (see Blackboard announcement for details)
Seminar:
On Detection of students with mental and emotional disorders; and Bilingual Program
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)

**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 (BB)**
1. Case Study Final Written Report
2. Take Exam Four