TEXAS A&M UNIVERSITY-CORPUS CHRISTI
EDUC 432: Instructional Design for Special Populations
Syllabus  Fall, 2017

Course/Sec: EDUC 4321  Instructor: Dr. Patricia A. Gomez
Time/Room: Online/BB  Office: ECDC Room 103
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This course uses Blackboard 9.1 as its teaching and learning environment. You will need 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, Journal 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 email patricia.gomez@ccisd.us, or the Blackboard mail message system. If you choose to contact me via telephone 361-8154654, please identify yourself and the course number clearly or you may text me your information as well. 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 Special Populations course is based upon the distinctive levels of teacher certification in the State of Texas. Each course requires field experiences and assignments in respective levels of teacher certification. Every section of the Special Populations courses offered at TAMU-CC may include a mix of pre-service 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 course level which matches the pre-service 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. Required, and Supplemental, and Course Materials.


IV. Commissioners Standards Chapter 149 Standards
The state-adopted proficiencies covered in this course include the following:

(1) Standard 1—Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

1.1 Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
1.2 Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
1.3 Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
1.4 Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
1.5 Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
1.6 Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

2.1 Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
2.2 Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
2.3 Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

(3) **Standard 3**--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

3.1 Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

3.2 Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

3.3 Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(4) **Standard 4**--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

4.1 Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

4.2 Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

4.3 Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

4.4 Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(5) **Standard 5**--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

5.1 Teachers implement both formal and informal methods of measuring student progress.
5.2 Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
5.3 Teachers regularly collect, review, and analyze data to monitor student progress.
5.4 Teachers utilize the data they collect and analyze to inform their instructional
strategies and adjust short- and long-term plans accordingly.

(6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

6.3 Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

V. Pedagogy and Professional Responsibilities Standards (EC-Grade 12)

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high quality feedback.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

VI. 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.

VII. Technology Applications Standards

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporate the effective use of current technology for teaching and integrating the Technology Applications Texas TEKS into the curriculum.

VIII. Course Objectives and learning Outcomes:

This course is designed to demonstrate the competencies and proficiencies. 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) 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)

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 special 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)

**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
VIX. 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, vides student discussions/presentations.
B. Field Experiences will involve pre post testing, observation, reflection, lesson 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 online participation (90 points) (10 points will be deducted for extended absence from logging into bb)
2. Response to Assigned Readings, Video Summaries, PowerPoint Summaries (210 points);
3. Three IRIS Modules (50 points each: 150 points total);
4. Pre –Posttest and Instructional Modifications lesson plan and reflection project (100 points)
5. Classroom Observation and Report (100 points);
6. Two Exams (200 points);
7. ELL Lesson Plan(s) Showing the differentiation of instruction (80 points)
8. Syllabus Quiz (20 points)
9. Study Guide (50 points)

Detailed Description of Course Requirements:

1. Class Attendance and Participation (90 points)
The Student Handbook and Code of Conduct 2014-20145 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].

2. Initial Responses to Assigned Readings, Videos and PowerPoint’s (300 total points).
This activity requires you to read the reading assignment and post 15 important concepts or ideas you learned from the chapter and post an initial reflection/response to the reading which adds value
to the reading. Students are required to post at minimum of half page reflection, single spaced, 12 font, giving your own ideas of the reading. Please post your 15 concepts and your reflection each chapter in the journal tab. 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 “journal tab” and post your fifteen concepts and your reflection on the correct tab assignment. 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. Some of the assignments are summaries of videos or PowerPoints that you will watch or listen to during the semester. These are also to be posted on the journal tab.

All postings of the 15 concepts you learned and the reflections (see below), should add value and substance to the online course. 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 using good grammar and sentence structures in your responses. Please review and check all work prior to submitting it. 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 have to read like a two paragraph reflection. But it ought to represent your serious thinking. Only the 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.

3. IRIS Module - Accommodations: Instructional and Testing Supports for Students with Disabilities (50 points possible)
Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/acc/ View the Module entitled ACCOMMODATIONS Click on the “Challenge” on the left hand side and view the video. If you are unable to view the video, 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 in the assessment section. Write the Assessment questions. When answering the questions be sure to type your answer in black. Then, save and post as an attachment to the Blackboard journal titled “IRIS Module: Accommodations.”

IRIS Module – The Pre-Referral Process (50 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. When answering the questions be sure to type your answers in black bold. Then, save and post as an attachment to the Blackboard journal tab titled IRIS MODULE Pre-Referral Process.

IRIS Module  RTI (50 Points Possible)
Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/rti01overview/challenge/#content 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 in the Assessment section. When completing the questions, be sure to type your answers in black bold. Then, save and post in the journal tab titled IRIS MODULE RTI

4. 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.

5. Observation and Report (100 points possible):
Select a student with special learning needs in a class to observe closely for 2 hrs. Write a two page report plus fill out the template provided.

6. Exams: (100 points each for a total of 200 points)
Students will complete two (2) examinations in this course. The two 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-Mid-Term – Chapters 1, 2, 3 and 4 (100 points)
2. Exam Two-Final– Chapters 5, 7 and 13 plus Unit 5 on English Language Learners (100 points)

7. Syllabus Quiz: (50 points)
After carefully reading over the syllabus, submit to me on BB the key concepts/reflections regarding course content of the Subject Matter Curricular Topics to ensure you have a clear understanding of course materials, information, and policies.
8. Study Guides (50 points)
Study guides are provided to students for each of the two 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, review power point information 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
900-1000 pts. = A
800-899 = B
700-799 = C
600-699 = D
Below 600 = F

XI. Course Schedule
A. Schedule overview of course is posted on Blackboard with specific due dates

Unit 1 Special Education-The Purpose and Promise of Special Education & Planning and Providing Special Education Services

NOTE ** Due dates for all assignments and face to face meeting expectations are posted on attached assignment document***

1. Take the syllabus quiz.

2. Read Chapter 1 and after reading the chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflection stating why you think that they are important. Post your 15 concepts plus the reflection in the journal section of BB in the correct tab.

3. Read Chapter 2 and after reading the chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflection stating why you think that they are important. Post your 15 concepts plus the reflection in the journal section of BB in the correct tab.

4. Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/acc/ Click on "Challenge" and view the video. If you are unable to view the video, then read "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 summary. Finally click on "Assessment" and answer all of the questions, and submit on the journal tab in BB, mark entry as IRIS module. Please write the question and the answer.

5. Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/preref/. Click on "Challenge" and view the video. If you are unable to view the video, then read "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 summary. Finally click on "Assessment" and answer all of the six questions, and submit on the journal tab, marked IRIS Module-Pre-Referral. Please write the questions and the answer.

6. Read the attached articles on Person's First Language, and the "At Risk" article. Write a one page summary of each article and post on the journal tab in BB.

7. Start work on the study guide review after you have also read Chapters 3-4. The study guide located in Unit 2. (Keep up with your assignments)

Unit 2 Special Education II-Collaborating with Families in a Culturally Diverse & Linguistically Diverse Society and Intellectual Abilities

1. Read Chapter 3 and after reading the chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflection stating why you think that they are important. Post your 15 concepts plus the reflection in the journal section of BB.

2. Read Chapter 4 and after reading the chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflection stating why you think that they are important. Post your 15 concepts plus the reflection in the journal section of BB.

3. Go to the IRIS website: http://iris.peabody.vanderbilt.edu/module/rti01-overview/challenge/#content Click on Challenge and view the video. If you are unable to view the video, then read "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 summary. Finally click on "Assessment" and answer all of the questions, and submit on the journal tab, mark it as IRIS-RTI module. Please write the question and the answer.

4. After you have read Chapters 3 and 4, complete the questions on the study guide review (chapters 1-4) Post in the journal section of BB.

5. During your fall session visit either a Special Education classroom or observe instructional differentiation in an ELL Classroom and observe for two hrs. Write out a two page report elaborating on the topics of the attached template and submit on the Journal tab EDUC 4321Field Experience Reflection.docx.
6. During your time on a campus in collaboration with a classroom teacher identify students which teachers have had to make accommodation and differentiation of instructional delivery. Then test that student take a posttest using the district i-station computer based program. After testing observe the student pay close attention on how instruction is modified and develop 3 lessons the recommended by i-station assessment to improve student reading progress. Follow the student and observe the same student two hours a week for 4 weeks. Then have the same student take the i-station test again as a posttest and develop 3 more lessons for that student as recommended by the i-station program. At the end of 4 weeks write a 3 page paper explaining and reflecting on your experience of how the recommended modified lessons helped the student improve their reading progress making reference to what you have learned about the importance of differentiating instruction and the use of the evaluation instrument you used with the student. Explain how the evaluation helped you center in on the students need. You are to turn in the lessons you created in lesson plan format specifically noting the distinctive accommodations that helped support student learning. This project is due last class meeting date.

**Unit 3 Special Education-Learning Disabilities & Autism Spectrum Disorders**

1. Read Chapter 5 in the textbook and after reading the chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflection stating why you think they are important. Post your 15 concepts plus the reflection in the journal section of BB in the correct tab.

2. Read Chapter 7 in the textbook and after reading the chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflection stating why you think they are important. Post your 15 concepts plus the reflection in the journal section of BB.

3. Go to the following website connected with Autism resources [http://education.jhu.edu/PD/newhorizons/Exceptional%20Learners/Autism/Articles/index.html](http://education.jhu.edu/PD/newhorizons/Exceptional%20Learners/Autism/Articles/index.html), select one article from the articles that are listed, and write a one page summary of the article. Post on the journal tab in BB.

4. Take a Mid-Term Test on Chapters 1-4 in the textbook and submit to me on BB messages.

**Unit 4 Gifted and Talented Education**

1. Read Chapter 13-Gifted and Talented- and after reading the Chapter list 15 concepts or ideas from the chapter that you learned and thought were important for a beginning teacher to know. Also write a two paragraph reflections stating why you think that they are important. Post your 15 concepts plus the reflection in the journal section of BB.

2. Read the Postscript on pages 559 to page 562, and write your own two page personal reflection on how you will address special education students in your classroom. What specific strategies do you think you will incorporate? List at least 7 strategies that you think you might use. Post on the journal tab.
3. Listen and watch the following three YouTube Videos on Gifted and Talented Education. Write a two page summary incorporating the main ideas of the videos and what you learned 
https://www.youtube.com/watch?v=Ur64bToMpV4  https://www.youtube.com/watch?v=wpgHp43rByY  https://www.youtube.com/watch?v=qUd25xxYf4w

4. Read the Standards for Gifted and Talented Education and write a one page summary of the 7 standards that you think are the most important and explain why.  http://www.nagc.org/sites/default/files/standards/K-12%20programming%20standards.pdf

Unit 5 English Language Learners

1. Read the attached article on BICS and CALP and write a one page summary of what you learned http://www.colorincolorado.org/article/what-difference-between-social-and-academic-english.

2. Listen to the webcast on English language learners in Middle School and High School, and write 15 ideas or concepts that you learned from the webcast http://www.colorincolorado.org/webcast/english-language-learner-instruction-middle-and-high-school

3. Go to the website for ISLA at ell.tamu.edu and watch the powerpoint module on Sheltered Instruction. Write a one page summary of the powerpoint's main ideas. http://ell.tamu.edu/modules.html

4. Watch the attached powerpoint on the English Language Proficiency Standards, and write 15 concepts or ideas that you learned from the powerpoint. Navigating the ELPS(1).pptx  5. Write a lesson plan for an ELL student using the attached template for Sheltered Instruction and send it to me on the Journal Tab. You can pick the topic and the grade level. Use the template example that is provided to develop a lesson plan. SIOP Lesson Option.pdf

6. The final exam will be sent to you via BB Messages submit the final exam via BB9 messages to me.

Class Policies

Written Work in EDUC 4321

All written work in EDUC 4321 is to be 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 accepted! However, points will be deducted. 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. Please communicate with me accordingly.

Class Attendance and Participation
The degree to which you attend and participate in all of the learning activities in EDUC 4321 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. Points will be deducted for lack of participation and for not turning in assignments on time. 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.

**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 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

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 t