EDAD 508.03 W & 04W Facilitating Learning for Diverse Students  
COURSE SYLLABUS: Spring 2013 2nd sub term  
March 18th – May 3rd

Instructor: Dr. Lauren Dill, Adjunct Professor  
Office Location:  
Office Hours: Face-to-face, virtual and by appointment. Virtual appointments can be made through Google+, Skype and Facetime  
Office Phone: 903-267-3905  
Office Fax:  
University Email Address: lauren.dill@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


Course Description:
This course prepares prospective educational leaders to administer various school programs for diverse student populations. Programs addressed include special education, gifted education, bilingual education, early childhood, school safety, career and technology education, English language learners, counseling, and alternative education. The course emphasizes the leadership that will insure all students receive quality, flexible instructional services that meet individual student needs.

Course Overview:
The purpose of this course is to prepare students to administer programs for special pupil populations. Emphasis will be given to basic concepts, issues, regulations, problems and procedures in the management of special and compensatory education as well as NCLB, gifted and talented, Title I, migrant education, bilingual/ESL programs, early childhood education, counseling programs, vocational-technical and career education, and alternative and JAEP schools. Also included will be state and federal legislation and court decisions pertaining to special pupil populations and career and technology education.

Student Learning Outcomes:
1. Respond appropriately to the diverse needs of individuals within the school and the community;
2. Implement special programs to ensure that all students’ individual needs are met through quality, flexible instructional programs and services;
3. Demonstrate knowledge of the components and legal requirements of the various special programs available in public schools.
4. Demonstrate knowledge of the assessment, referral and legal guidelines that direct the delivery of special programs; and
5. Provide effective leadership for staff and parents in the administration of special programs.

**COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

**DESIGN OF THE CLASS:** This class is designed on constructivist principles. This means that the instructor creates an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students actively participate in the class through the construction of their own learning. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement.

**CLASS PARTICIPATION:** Given the constructivist design of the class, this course will be interactive. It is my expectation that all students participate fully for all activities and assignments in order to maximize their learning experience. This web based course will be made up of several learning activities including (but not limited to) small & large group discussion, student-led learning activities, lecture notes and clarification, reflection activities, individual learning activities, written papers, and reflective, integrative examinations. In order for this class to be interesting and beneficial, each student is expected to have recorded weekly minutes in the eCollege portal. The eCollege reports these minutes to me. In certain circumstances if a student is (inactive) for “0” recorded minutes, they are dropped from the course. Students must be prepared to lead and/or enter into discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be (1) conscious of the class schedule and the requirements for each class (knowing what to be prepared for), (2) self-disciplined (spending time to be fully prepared), and (3) eager to share with your classmates (participating actively by sharing what you have prepared).

**ONLINE CLASS ENVIRONMENT:** Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning.

**Grading**

*Assignments that you complete for this course should not have been used in other courses. You must complete all assignments to earn an A in this course.*

**Grading Rubric:**

- A: 190-171
- B: 170-152
- C: 151-133
- D: 132-114
- F: 113-0

**Reflections (6 @ 20 points each = 120 points)**

You will be provided with reflection questions to answer by specified due dates (see course calendar). Reflection responses should be written in essay format (please avoid outlines and simple listings). Utilize the resource/reading list that complements each reflection assignment, completely answer questions and write responses in your own words (refer to student handbook regarding plagiarism). Please submit your reflection assignment through our eCollege course dropbox feature. You will see a www.turnit.com percentage when you submit a reflection assignment through the dropbox. While you want a low turnitin percentage figure (below 35%), you do not need to worry about your turnitin percentage unless I notify you via the dropbox.
This semester, we are going to utilize the discussion board intensively for our discussion forum activities. If you are new to discussion board, this is essentially the virtual concept of responding in class. Regarding the actual discussion forums this semester, I would like for you to respond to the question or...
activity that is specifically designated for each discussion forum activity. Utilize the resource/reading list that complements each discussion forum and create an original audio discussion post to respond to a particular forum by Thursday of each discussion forum week. It is imperative that you contribute your original response by this date so that we may all have an opportunity to provide feedback and reflection. I cannot stress enough the importance of reflective thinking throughout the course as it will allow you to fully understand the learning outcomes.

I would then like for you to interact and provide feedback to at least two of your classmates’ original discussion forum posts. Your contribution to the discussion forums will be graded for quality not quantity, timeliness of your contributions (please do not wait until Saturday to begin participation), and a detailed analysis of linking together theory to application via critical thinking evident within your discussions. This means that each week that a discussion board item is due you will make a TOTAL OF THREE (3) POSTS. Each discussion forum will be open until Midnight Sunday each discussion forum week.

EDAD 508 Discussion Forum Grading Rubric

<table>
<thead>
<tr>
<th>Content quality, comprehension of subject knowledge, grammar</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>Critical assessment toward others’ contributions</td>
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<td>Timeliness of postings</td>
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<tr>
<td>- Post original response by Thursday</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Do not wait until Saturday to respond to classmates</td>
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Earned Point Total: /10

Webliography Participation – 10 points

Similar to many courses that you are taking in this program, EDAD 508 course content is heavily influenced by current events as we live in an ever-changing world. Two times (2 different course topics – i.e. ELL, CTE, IDEA) during the semester, you will post additional resources that pertain to this course that you believe would be valuable enough to share with your classmates in the eCollege Webliography. The Webliography is located at the top of our eCollege course home page.

TECHNOLOGY REQUIREMENTS

This course is an on-line class. You will need a minimum of technology to successfully complete the course. You will need access to an email account on a daily basis. I will be emailing during the course to communicate information, assignments, and other addenda. You need to check your MyLeo email each day for these communications. You will also need to communicate often with your classmates. Please use MyLeo email accounts in this course. In addition, begin the course by introducing yourself and locating a classmate “buddy.” Exchange phone numbers and contact information. Please respect the privacy rights of your classmates and use this information for class purposes only unless you have specific permission from each class member to do otherwise. In order to complete your assignments, you will need to be proficient at MS Office programs, such as Word, Excel, PowerPoint, and Publisher. All assignments submitted electronically must be in MS Office formats.
Course Concerns: If you have questions pertaining to the content of this course, please contact me via email, by phone, or visit with me before or after class. If you need an appointment outside of class, please visit with me to set up a time.

Other Questions or Concerns: Contact the appropriate TAMU-Commerce department relating to your questions or concerns. Contact information for individual departments is available by navigating the information on the university web page (www.tamuc.edu). Phone numbers are available by clicking on “Contact Us” link at the bottom left corner of the university web main page. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903.886.5520 (Educational Leadership Department secretary) between the hours of 8:00 am and 5:00 pm, Monday through Friday.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

The best way to contact me is via email at lauren.dill@tamuc.edu or text 903-267-3905. I check my email regularly every day of the week. With that said, I would like to communicate though personal email as little as possible to reduce repetition and perpetuate confusion. Therefore, you will have access to the Virtual Office in eCollege to where you can post questions and review responses to questions that pertain to course information as we progress through the semester. The Virtual Office link is located on the upper left side of our EDAD 508 eCollege course home page. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the Virtual Office. If you would prefer to correspond via the telephone, simply email me a telephone number to where I can reach you and a time that would be convenient for me to call you. Prior to asking a question, please quickly review previous responses within the Virtual Office as your question may already have been addressed. You are also welcome to respond to a classmate’s question if you can accurately address the issue.

Please periodically review (1) updated announcements within the EDAD 508 eCollege course home page for updated information and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or school district.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Cell Phones: If you’d rather text than email me, please identify yourself. I receive hundreds of emails/texts per day. Please identify who you are, which class you are in, and what your question is.

Citizenship: All students enrolled in the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (see Students Guide Handbook, Policies and Procedures, Conduct).
**Courtes**: Please practice courtesy, respect the opinions of others, be positive in speech and effort, encourage your classmates, respect confidentiality, and support each other’s learning.

**Late Work**: All assignments are due on the date assigned. I do not accept late work for any reason. If you cannot get in an assignment on time, I will accept it before the due date/time. Please plan your academic schedule accordingly.

**Plagiarism**: Plagiarism WILL NOT BE TOLERATED and will result in an automatic “F” for the course. Various versions of your work and papers may be run through Turn It In software to verify authorship authenticity, as well as to assist you in seeing possible areas that might be unintentionally plagiarized and allow for editing your work.

**Scholarly Expectations**: All work submitted for credit must be original works created by you—the scholar—for this class setting. All work that is created by another that you use in your work must be cited appropriately using APA Publication Manual (6th edition) formatting. It is my expectation that any work you produce for this class be of high quality and represent the skills and behaviors of an excellent academic scholar demonstrating passion for the field (see the Rubric for Course Grade for a listing of those behaviors)

**University Specific Procedures**:

**ADA Statement**

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 have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).

**COURSE OUTLINE / CALENDAR**

Please refer to our EDAD 508 eCollege course home page as we progress through the semester for particular assignment instructions and information. Each weekly agenda throughout the semester will provide you with easy to follow, step-by-step instructions. Each weekly agenda includes audio/video presentations and links to reading material to complement course content and assignments. The
reading requirements for this course are manageable as long as you begin reviewing material in a timely manner.

**EDAD 508 Course Calendar (subject to change)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Due Dates</th>
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</table>
| March 18\(^{th}\) – March 24\(^{th}\) | IDEA 2004, Early Childhood Education       | **Discussion Forum #1**<br>Post original response by Thurs, 3/21  
Provide feedback through Sun, 3/24   
**Reflection #1**<br>Submit to Dropbox by Sun, 3/24 |
| March 25\(^{th}\) – March 31\(^{st}\)  | IDEA 2004, Section 504                     | **Discussion Forum #2**<br>Post original response by Thurs, 3/28  
Provide feedback through Sun, 3/31   
**Reflection #2**<br>Submit to Dropbox by Sun, 3/31 |
| April 1\(^{st}\) – April 7\(^{th}\)    | School Safety, Dealing with Discipline, Alternative Settings | **Discussion Forum #3**<br>Post original response by Thurs, 4/4  
Provide feedback through Sun, 4/7   
**Reflection #3**<br>Submit to Dropbox by Sun, 4/7 |
| April 8\(^{th}\) – April 14\(^{th}\)   | Transitioning to Adulthood                | **Discussion Forum #4**<br>Post original response by Thurs, 4/11  
Provide feedback through Sun, 4/14   
*No reflection assignment this week.* |
| April 15\(^{th}\) – April 21\(^{st}\)   | Title I, NCLB Programs for Gifted and Talented | **Discussion Forum #5**<br>Post original response by Thurs, 4/18  
Provide feedback through Sun, 4/21   
**Reflection #4**<br>Submit to Dropbox by Sun, 4/21 |
| April 22\(^{nd}\) – April 28th         | Serving English Language Learners          | **Discussion Forum #6**<br>Post original response by Thurs, 4/25  
Provide feedback through Sun, 4/28   
**Reflection #5**<br>Submit to Dropbox by Sun, 4/28 |
| April 29\(^{th}\) – May 3\(^{rd}\)     | School Counseling Programs                | **No Discussion Forum this week.**<br>**Reflection #6**<br>Submit to Dropbox by Friday, 5/3 |