EDAD 508
Facilitating Learning for Diverse Students
Fall Sub Term II
Content Tentative and Subject to Change

Instructor Information

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Teacher Assistant Information

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Course Description

This is an **intensive** summer course (7 Modules . Participation will be required daily. 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.

Course Objectives

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.

Required Text

Multicultural Education in Pluralistic Society
Author: Donna M. Gollnick
Philip C. Chinn
Edition: 9th
ISBN: 9780137035090

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.

Communication with Instructor and Classmates

You will have access to the *Virtual Office* in eCollege 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*. Prior to asking a question, please quickly review previous responses within the *Virtual Office* as your question may already have been addressed.

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.

Evaluation Methods and Guidelines for Assignments

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: 1000-900 B: 899-800 C: 799-700 F: <798

Reflections *(30%; 300 Course 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.

	EDAD 508 Reflection Grading Rubric

	Assignment Requirements
8	The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
7	The writer addresses each aspect of the assignment.
6	The writer addresses the appropriate topic and partially fulfills assignment requirements.
5	The writer addresses the appropriate topic, but omits most or all of the assignment requirements.
0	The writer is off topic
	Quality of Details
8	Details help to develop each element of the text and provide supporting statements, evidence or examples of necessary to explain or persuade effectively.
7	Details support the elements of the text with sufficient clarity, depth and accuracy.
6	Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
5	Details are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.
0	Details do not develop the elements of the text.
	Quantity of Details
8	All points are supported by a sufficient number of details.
7	All points are developed by some may need additional details.
6	Additional details are needed to develop some points.
5	Additional details are needed to develop most points.
0	Virtually no details are present.
	Grammar and Mechanics
6	Sentences are grammatically and mechanically correct. NO APA Errors
5	Rare grammatical and mechanical errors exist, but do not affect readability. FEW APA Errors
4	A limited variety of grammatical errors exist. APA Errors
3	A variety of grammatical errors appear throughout the paper possibly affecting readability. APA E
0	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning. APA E
	Earned Point Total: /30

<u>Discussion Forums</u> ***(15%; 150 Course Points)***

The class is divided into two Discussion Forum Groups. Each student is assigned to one group and will respond to discussion posts in their designated groups. The content of the discussion prompts come directly from the text. You will be required to participate daily in discussion forums. You must post your response and respond to atleast one of your discussion group peers daily.

Your contribution to the discussion forums will be graded for **quality** not quantity, **timeliness** of your contributions and a **detailed analysis** of linking together theory to application via critical thinking evident within your discussions.

EDAD 508 Discussion Forum Grading Rubric (Per Module)

Content quality, comprehension of subject knowledge, grammar	1 2 3 4 5
Critical assessment toward others' contributions	2 3 4 5
- *Posts Daily* *(No Partial Credit)*	0 5
	Earned Point Total: /15

Quizzes (50%; 500 Course Points)

Quizzes will be given at the end of each module covering the topics covered during the module. Quizzes will consist of 20 multiple choice questions (unless otherwise noted) and you will be given an hour to complete.

Journal (5%; 50 Course Points)

Journal entries should be no more than a paragraph. Journal entries are required for each module. The entries are confidential. You will be asked to reflect on your learning during each module.

Participation, Attendance, Professionalism

Student participation (e.g. discussion forums) is a critical element of the course structure. Students are expected to engage in the scholarly discourse of the scheduled subject matter. Students are expected to respect (not necessarily agree with) opinions of classmates.

Academic Honesty

Please see the *TAMU-C Graduate Catalog* and the *Publication Manual of the American Psychological Association* for a discussion of academic honesty. Academic honesty is especially important when citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. ***Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or***

stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource materials *(TAMU-C Graduate Catalog)***.** Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

EDAD 508 Summer II (July 8-August 8) Course Calendar (subject to change)

Date	Topic	Assignments & Due Dates
Module I	1. *Foundations of Multicultural Education* 2. *Ethnicity and Race*	I. Discussion Forums #1-5 (Post/Respond Daily) II. Read Chapter 1 and Chapter 2 III. Reflection #1 IV. Quiz **Submit to Dropbox by**
Module 2	1. *Class and Socioeconomic Status* 2. *Gender*	I. Discussion Forum #5-9 (Post/Respond Daily) II. Read Chapter 3 and Chapter 4 III. Reflection #2 IV. Quiz **Submit to Dropbox**
Module 3	1. *Sexual Orientation* 2. *Exceptionality*	I. Discussion Forum 10-14 (Post/Respond Daily) II. Read Chapter 5 and Chapter 6 III. Reflection #3 IV. Quiz **Submit to Dropbox**
Module 4	1. *Language* 2. *Religion*	I. Discussion Forum #15-19 (Post/Respond Daily) II. Read Chapter 7 and Chapter 8 III. Reflection # 4 IV. Quiz **Submit to Dropbox**
Module 5	1. *Geography*	I. Discussion Forum #20-23 (Post/Respond Daily) II. Read Chapter 9 III. Reflection #5 IV. Quiz **Submit to Dropbox**
Module 6	1. *The Youth Culture*	I. Discussion Forum #24-27 (Post/Respond Daily) II. Read Chapter 10 III. Reflection #6 IV. Quiz **Submit to Dropbox**
Module 7	1. *Education That is Multicultural*	I. Discussion Forum #28-30 (Post/Respond Daily) II. Read Chapter 11 III. Reflection #7 **Submit to Dropbox**

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 TAMU-C Student Guide Handbook, Policies and Procedures, Conduct).*

Dropping the Class

If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. If you fail to officially drop the class, a failing grade shall be assigned at the end of the course. **Incompletes:** Per university policy, "A Plan for Completing the Grade of X" **Requests are limited to "circumstances beyond student's control which prevented the student from attending classes during Finals Week or the preceding three weeks" (Policy A 12.07, 1998).** The extension can not exceed one semester. Failure to fulfill plan requirements within the specified time will result in an F.

Students with 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 have a disability requiring an accommodation, please contact: StudentDisabilityServices@tamu-commerce.edu

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835, Fax (903) 468-8148