



**EDAD 508**  
**Facilitating Learning for Diverse Students**  
**Summer II 2015**  
*Content Tentative and Subject to Change*

**Instructor Information**

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**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/English Language Learners, early childhood, school safety, career and technology education, 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 inform students about the diverse (race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression, sexual orientation, genetic information, or any other characteristic protected under applicable federal, state or local law) needs of all individuals within the school community and to prepare them to administer programs for diverse 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, JAEP schools and the identification and implementation of multi-culturally, sensitive school leadership practices. Also included will

be state and federal legislation and court decisions pertaining to special pupil populations and career and technology education.

### **Student Learning Outcomes:**

The student will be able to:

1. Respond appropriately to the diverse needs of all individuals within the school community, inclusive of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability or handicap, sex or gender, gender identity and/or expression, sexual orientation, genetic information, or any other characteristic protected under applicable federal, state or local law;  
(Competency 002)
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 and culturally sensitive leadership for staff and parents in the administration of special programs.
6. Implement and maintain the appropriate school safety policies and procedures necessary to ensure a safe and effective learning environment. (Competency 009)

### **Required Texts:**

***Multicultural Education in Pluralistic Society***

Authors: Donna M. Gollnick & Philip C. Chinn

Edition: 9th

ISBN: **9780137035090**

***The Administration and Supervision of Special Programs in Education***

Authors: Anita Pankake & Mark Littleton

Edition: 3<sup>rd</sup>

ISBN: **9781465202413**

***ELLs in Texas: What Administrators Need to Know***

Authors: John Seidlitz, Melinda Base & Monica Lara

Edition: 1<sup>st</sup>

ISBN: 9780985243982

**\*Please go directly to the following website to purchase this book:**

<http://shop.seidlitzeducation.com/ELLs-in-Texas-What-Administrators-Need-to-Know-210000.htm>)

**Recommended Text:**

***Diversity and Leadership***

Authors: Jean Lau Chin & Joseph E. Trimble

Edition: 1st

ISBN: 9781452257891

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 (20%; 200 Course points)**

You will be provided with reflection questions to answer by specified due date. 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.turnitin.com](http://www.turnitin.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	
<i>Assignment Requirements</i>	
<b>5</b>	The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
<b>4</b>	The writer addresses each aspect of the assignment.
<b>3</b>	The writer addresses the appropriate topic and partially fulfills assignment requirements.
<b>1</b>	The writer addresses the appropriate topic, but omits most or all of the assignment requirements.
<b>0</b>	The writer is off topic
<i>Quality of Details</i>	
<b>5</b>	Details help to develop each element of the text and provide supporting statements, evidence or examples of necessary to explain or persuade effectively.
<b>4</b>	Details support the elements of the text with sufficient clarity, depth and accuracy.
<b>3</b>	Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
<b>1</b>	Details are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.
<b>0</b>	Details do not develop the elements of the text.
<i>Quantity of Details</i>	
<b>5</b>	All points are supported by a sufficient number of details.
<b>4</b>	All points are developed by some may need additional details.

3	Additional details are needed to develop some points.
1	Additional details are needed to develop most points.
0	Virtually no details are present.
<i>Grammar and Mechanics</i>	
5	Sentences are grammatically and mechanically correct. NO APA Errors
4	Rare grammatical and mechanical errors exist, but do not affect readability. FEW APA Errors
3	A limited variety of grammatical errors exist. APA Errors
1	A variety of grammatical errors appear throughout the paper possibly affecting readability. APA Errors
0	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning. APA Errors
<b>Earned Point Total:      /20</b>	

**Discussion Forums (20%; 200 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 at least 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	2   4   6   8
Critical assessment toward others' contributions	3   5   7
- <i>Posts Daily</i> ( <i>No Partial Credit</i> )	0   5
	<b>Earned Point Total: /20</b>

**Quizzes (30%; 300 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). Each quiz must be completed within 1 hour.

**Critical Assignment (30%; 300 Course Points)**

**Diversity Inclusive School Safety Plan**

Meet with your school principal to discuss and review the school's safety plan and determine how it promotes the safety of all student populations.

After reviewing your school's current campus safety plan address the following safety issue (gunman on campus) by creating a school safety plan (8-10 double-spaced pages in length, 12 pt., Times New Roman font) which is inclusive of the needs of diverse student populations. Specifically, the plan will need to address the needs of Adam, a visually impaired (no vision), 1<sup>st</sup> grade, ELL student.

<b>EDAD 508 CRITICAL ASSIGNMENT RUBRIC</b>	
<b>Points</b>	<b>Diversity Inclusive School Safety Plan</b>
30	The safety plan clearly addresses and supports the needs of all members of the student population. Great organization and clarity of expression. Appropriate use of APA. No grammatical errors.
25	The safety plan clearly addresses and supports the needs of all members of the student population, although a rare extraneous element is introduced. Great organization and clarity of expression. Appropriate use of APA. No grammatical errors.

20	The safety plan clearly addresses and supports the needs of all members of the student population, but additional unrelated ideas distract the reader. Good organization and clarity of expression. Some APA errors. No grammatical errors.
15	The safety plan addresses and supports the needs of all members of the student population, but additional unrelated ideas distract the reader. Good organization and clarity of expression. Some APA errors. Some grammatical errors.
10	The safety plan does not support the needs of all members of the student population. Numerous APA and grammatical errors.
5	The safety plan is unclear and does not address the intended topic or audience. Numerous APA and grammatical errors.
0	Assignment not submitted.
	<b>Earned Point Total: /30</b>

### **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.

### **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 cannot 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](mailto: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**