



COURSE SYLLABUS: Fall 2016

EDAD 508

Facilitating Learning for Diverse Students

Content Tentative and Subject to Change

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COURSE INFORMATION

Textbooks

Required Textbook(s):

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: 3rd

ISBN: 9781465202413

ELLs in Texas: What Administrators Need to Know

Authors: John Seidlitz, Melinda Base & Monica Lara

Edition: 1st

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

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 Objectives

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.

Standards Addressed

TAC 241.15 Principal Curriculum Standards

(4) Learner-Centered Communications and Community Relations.

A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

- (3) implement effective strategies to systematically gather input from all campus stakeholders;

TExES Principal Competency 002

The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.

TExES Principal Competency 009

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

149.2001. Principal Standard 2-Human Capital

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.

- Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

149.2001. Principal Standard 3-Executive Leadership

The principal is responsible for modeling a consistent focus on and commitment to improving student learning.

- Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

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;

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations; Principal Standards 2&3 -Section 149.2001)

2. Implement special programs to ensure that all students' individual needs are met through quality, flexible instructional programs and services;

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations)

3. Demonstrate knowledge of the components and legal requirements of the various special programs available in public schools;

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations; Principal Standard 3 -Section 149.2001)

4. Demonstrate knowledge of the assessment, referral and legal guidelines that direct the delivery of special programs; and

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations;

Principal Standard 3 -Section 149.2001)

5. Provide effective and culturally sensitive leadership for staff and parents in the administration of special programs.

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations;
Principal Standards 2&3 -Section 149.2001)

6. Implement and maintain the appropriate school safety policies and procedures necessary, to ensure a safe and effective learning environment.

(Comp. 009; Standard IV- Learner-Centered Communications and Community Relations;
Principal Standards 2&3 -Section 149.2001)

COURSE REQUIREMENTS

Evaluation Methods and Guidelines for Assignments

Reflections (20%; 200 Course points)

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations;
Principal Standards 2&3 -Section 149.2001)

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 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>	
5	The writer addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	The writer addresses each aspect of the assignment.
3	The writer addresses the appropriate topic and partially fulfills assignment requirements.
1	The writer addresses the appropriate topic, but omits most or all of the assignment requirements.
0	The writer is off topic
<i>Quality of Details</i>	
5	Details help to develop each element of the text and provide supporting statements, evidence or examples of necessary to explain or persuade effectively.
4	Details support the elements of the text with sufficient clarity, depth and accuracy.
3	Details are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
1	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.
<i>Quantity of Details</i>	
5	All points are supported by a sufficient number of details.
4	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
5	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
Earned Point Total: /20	

Discussion Forums (20%; 200 Course Points)

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations; Principal Standard 2 -Section 149.2001)

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
Earned Point Total: /20	

Quizzes (30%; 300 Course Points)

(Comp. 002; Standard IV- Learner-Centered Communications and Community Relations; Principal Standard 2 -Section 149.2001)

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)

(Comp. 009; Standard IV- Learner-Centered Communications and Community Relations; Principal Standards 2&3 -Section 149.2001)

Diversity Inclusive School Safety Plan

Review how your school’s current campus safety plan addresses the following safety issue (gunman on campus). Create 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), 1st grade, ELL student.

EDAD 508 CRITICAL ASSIGNMENT RUBRIC	
Points (x10)	Diversity Inclusive School Safety Plan
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.
Earned Points Total: /300	

GRADING

Grading Criteria

While the final course grade is the **sole judgment of the professor**, the following scale will be used as a guide. All assignments must be completed to pass this course.

Each assignment has been allocated a point value. The following points available will be used for awarding final grades for the course.

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

20%	Reflections
20%	Discussions
30%	Quizzes
30%	Critical Assignment

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.

There are no provisions for late work in this class.

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.

Any academic dishonesty and/or plagiarism will result in an "F" in the course. If, you are unsure about academic dishonesty and/or plagiarism, consult the professor immediately.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.

- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at:
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see:
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson LearningStudio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

Note: Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
4. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Learner Support

Go to the following link [One Stop Shop](#)- created to serve you by attempting to provide as many resources as possible in one location.

Go to the following link [Academic Success Center](#)- focused on providing academic resources to help you achieve academic success.

COMMUNICATION AND SUPPORT

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 647 eCollege course home page. While you are welcome to email me (ava.munoz@tamuc.edu) 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 647 *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

University Specific Procedures

ADA Statement

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:

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
StudentDisabilityServices@tamuc.edu

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*). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <http://www.albion.com/netiquette/corerules.html>

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to 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. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"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 material."

(Texas A&M University –Commerce, Graduate Catalog).

Campus Concealed Carry:

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.