

WEEK	DATES	SECTION	LEARNING OUTCOME	TEKS	Instructional Practices	Practicum
Unit 1- (Number of Days)						
	3	Introduction to Special Populations	To familiarize students with key terms and concepts related to special populations in education. By engaging with these terms, students will develop a foundational understanding of the language and ideas critical to inclusive education, enabling them to better navigate discussions, activities, and coursework throughout the semester.	(3) A (3) B	3A, 3B	3A, 3B
	3	Prominent Researchers and Authors of Special Populations	When it comes to research or authors focusing on special populations, particularly in the fields of education, psychology, and social work, several prominent scholars and researchers have made significant contributions.	(3) A	3A	3A
Unit 2 – (Number of Days)						
	3	Legal Foundations in Special Education or Laws, Policies, and Advocacy	Students will be able to understand and explain the key legal foundations in special education, including important laws, policies, and advocacy strategies. They will be able to identify the rights of students with disabilities, the responsibilities of educators, and how to effectively advocate for equitable services and support in special education settings.	(11) C	11C	11C
	3	Legislation - IDEA, Section 504, NCLB, ESSA Timeline	Students will be able to understand and explain the key provisions of important education legislation, including the <b>Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, No Child Left Behind (NCLB),</b> and the <b>Every Student Succeeds Act (ESSA)</b> . They will analyze how each law impacts the rights and education of students with disabilities, and how educators are required to support diverse learners within the framework of these laws.	(11) B	11B	11B

	3	Providing Special Education Services: IEP, ARD, IFSP, Transitions	<p>Describe the roles and responsibilities of educators, families, and support teams in the special education process.</p> <p>Explain the collaborative nature of IEP/ARD development and implementation.</p> <p>Identify and demonstrate strategies for effective communication and collaboration between educators, families, and support teams.</p> <p>Apply their understanding of these roles through a case study and group discussion.</p>	(9) C	9C	9C
Unit 3 - (Number of Days)						
	3	<b>Accommodations vs Modifications</b>	<p>Define and differentiate between accommodations and modifications in the context of special education.</p> <p>Identify examples of accommodations and modifications that can be implemented in the classroom for students with disabilities.</p> <p>Analyze when and how to appropriately use accommodations and modifications to support diverse learners.</p> <p>Evaluate the impact of accommodations and modifications on student learning and success.</p>		15D	15D
	3	<b>Students with Disabilities: Types and Characteristics</b>	<p>Understand the different types of disabilities students may have.</p> <p>Learn the characteristics of these disabilities.</p> <p>Discover strategies for supporting students with disabilities in the classroom.</p>		4D	4D
Unit 4 – (Number of Days)						

	3	<b>Behavior and Emotional Disorders in the Classroom</b>	This lesson provides an in-depth exploration of behavior and emotional disorders in the classroom. It covers the types of disorders, their impact on learning, strategies for supporting students, and legal and ethical considerations in education.	(5) C	5C	5C
	3	<b>Supporting English Language Learners (ELL)</b>	To understand the unique needs and challenges of English Language Learners (ELL) in the classroom.  To explore effective strategies and best practices for supporting ELL students in academic and social settings.  To reflect on how teachers can create an inclusive, welcoming environment for ELL students.		4E	4E
Unit 5 – (Number of Days)						
	3	<b>Poverty and Socio-Economic Diversity in the Classroom</b>	Understand the impact of poverty and socio-economic diversity on students' learning and well-being in the classroom.  Identify the challenges faced by students from low-income backgrounds and how these challenges can affect their academic performance.  Explore strategies and best practices for creating an inclusive and supportive classroom environment that addresses the needs of socio-economically diverse students.  Develop actionable plans for fostering equity in education and providing resources and support to students from diverse socio-economic backgrounds.	(8) D (16) (17) B	8D, 16, 17B	8D, 16, 17B
	3	<b>Title I Schools</b>	Students will be able to understand the concept of Title I Schools, their purpose, eligibility requirements, and the impact they have on educational equity. Students will explore the benefits and		9A	9A

			challenges faced by Title I schools and critically analyze how funding and resources influence student success.			
Unit 6 – (Number of Days)						
	3	<b>High incidence - LD</b>	<p>Identify and understand the characteristics of high-incidence learning disabilities (LD), including dyslexia, dyscalculia, and ADHD.</p> <p>Recognize how these learning disabilities impact students' academic performance and behavior in the classroom.</p> <p>Explore evidence-based strategies and interventions to support students with high-incidence LD in the general education setting.</p> <p>Develop approaches to differentiate instruction and create an inclusive classroom environment that meets the needs of students with high-incidence LD.</p>		4D	4D
Unit 7 – (Number of Days)						
	3	<b>Gifted and Talented Students</b>	Students will explore the challenges and experiences of gifted children, as well as the role of family, education, and societal expectations in nurturing their abilities. The assignment aims to develop students' critical thinking, writing, and analysis skills while fostering a deeper understanding of the complexities surrounding gifted education.		4E	4E
Unit 8 – (Number of Days)						
	3	<b>Reflective Practice and Growth as a Professional Educator</b>	To encourage students to reflect deeply on their growth throughout the course, focusing on how their understanding of teaching has evolved and how they plan to continue developing as educators. By looking back on their journey, students will gain insight into their professional development and prepare to apply what they've learned in their future careers.		13A, 13B	13A, 13B
Unit 9 – (Number of Days)						

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\*\*Paste College Student Learning Outcomes here

KO1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.
KO2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.
KO3. Describe the impact of socio-economic status on learning and creating equitable classrooms.
KO4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.
KO5. Recognize laws and regulations related to special education.
KO6. Identify areas of disabilities under IDEA.
KO7. Define and describe adaptations, modifications, and accommodations to programs for children with special needs.
SO1. Create instructional strategies for students with special needs in the classroom.
SO2. Locate resources to support instruction for an array of special needs.
SO3. Demonstrate effective practices for differentiation of instruction types.
VO1. Recognize and appreciate diversity among students.
VO2. Practice professionalism in teaching and the opportunity to work in field-based classrooms.
VO3. Recognize the value of reflective practice to facilitate growth as a professional educator.