

EDUC 2301: Special Populations (Online Section)

Fall 2026

South Plains College

South Plains College Improves Each Student's Life

Course Title: Introduction to Special Populations
EDUC 2301.C152 = Online (Blackboard)

Instructor: **Lori Satterwhite, M.Ed.**

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Office Hours: MTW: 2:30 – 4:00 p.m.

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FRI: 10:00 – 11:30 a.m. (by appointment)

*Virtual Office Hours by Appointment

*Contact Mrs. Satterwhite through SPC email. Do **NOT** use Blackboard Messages to contact Mrs. Satterwhite.*

Observation Coordinator: **Ashley Blount, M.Ed.**

observations@southplainscollege.edu

Contact Mrs. through this email

General Course Information

Course Description

Pre-requisite: *Completion of EDUC 1301 or approval of the Program Coordinator.*

This course offers an enriched, pre-service course and content experience that a) Provides an overview of the school and classrooms, gender, socio-economic status, ethnic and academic diversity and equality with emphasis on factors that facilitate learning; b) Provides students with support to participate in early field experiences in all levels EC – 12 with course content aligned as applicable to SBEC Pedagogy and Professional Responsibilities Standards and Technology Applications Standards for all Beginning Teachers.

Credit: 3 Lecture, 0 Lab

Textbook: You do not need to purchase a textbook for this class. We will be using Open Educational Resources (OER), and they will be provided to you in each module.

Other Materials:

- Access to a computer (with internet access) & Blackboard

Student Learning Outcomes

Upon successful completion of this course, students will:

Learning Outcomes

Table 1: Student Learning Outcomes

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|---|
| <ol style="list-style-type: none">1. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.2. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.3. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. Describe the impact of socio-economic status on learning and creating equitable classrooms.4. Complete 16 hours of classroom observations, identifying ways in which the teachers are addressing the needs of the diverse learners in his/her classroom. |
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Course Requirements:

EDUC 2301, as the course title indicates, is an introduction to special populations with the teaching profession and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to completing all modules and assignments throughout the semester, students will be given four education/field-experience assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check.**

Course Guidelines and Expectations

Grading and Final Evaluations

Table 2: Total Grade Categories and Percentages

Category	Percent of Total Grade
Attendance/Participation/Discussion/Professionalism <i>Includes 4 Group (Zoom) discussions, learning activities, Padlet video discussions, & End-of-Semester Reflection</i>	15%
Weekly Module Learning Activities & Quizzes <i>Includes 18 – 20 assignments and/or quizzes over the semester</i>	30%
Interview/Transcript	10%
Lesson Plan Presentation	15%
4 Observation Field Notes	20%
Final Observation Analysis Paper	10%
• Total	100%

**Assignment instructions and rubrics for assignments will be available in Blackboard.*

Grades are determined by the following scale:

90 – 100% = A

60 – 69% = D

80 – 89% = B

0 – 59% = F

70 – 79% = C

NOTES ABOUT GRADED ACTIVITIES & QUIZZES/TESTS:

- All assignments will be submitted through Blackboard.
- **Late work will not be accepted and will receive a grade of "0."**
- You may see your grade on quizzes that are auto-graded in Blackboard immediately after taking the quiz. You should be able to see your final grade and review your responses and the CORRECT RESPONSE after the due date.
- **Assignment Submission & Wildcard**
 - Assignments should be submitted according to the due dates and submission methods identified in their task descriptions (available in Blackboard).
 - For submitted assignments, papers, and projects, **my goal is to have them graded within two weeks of the due date.** NOTE: Please look for due dates in the course schedule or the weekly module assignment sheets. Do NOT go by the dates in "My Grades."

WILDCARD: Late work is unacceptable in this course. However, I do offer students **one 24-hour extension** from the original deadline for any *assignment*, no questions asked (*this DOES NOT include the UDL lesson presentation for face-to-face classes or the Final Observation Analysis Essay*). To take advantage of this "Wildcard" opportunity, students should

1. Email the instructor to unlock the wildcard, indicating which assignment it should be used for. (This should be done *prior* to the due date of the assignment.)
2. Complete the assignment within 24 hours of its original due date.
3. **When you submit your assignment using the Wildcard, please write "Wildcard Used for this Assignment" in the submission comments box.**

- **Extra Credit:** I will offer a few opportunities to earn extra credit throughout the semester. I will post a Blackboard announcement that explains available extra credit opportunities. Extra credit will not be added to your final grade until the last week of classes.
- Some MAJOR ASSIGNMENTS will be submitted through TURNITIN.com or through a Blackboard Assignment submission portal. If you are to submit an assignment through Turnitin.com, I will let you know and provide a link that will take you directly to the Turnitin submission page for that assignment.
 - Please make sure that you submit a Microsoft WORD or Google document.
 - **DO NOT submit a document created in Apple Pages.**
 - **ALWAYS check that you receive a submission receipt in your email to verify that your submission went through.**
 - You may access my comments for these assignments submitted through the "Turnitin Assignments" link in the course menu. Click on "View/Complete" link under the assignment name to view your grade and my comments, OR you should be able to click on the grade for that assignment in "My Grades" and see my comments as well.
- Student use of AI.
 - EDUC 2301 requires some writing assignments that involve personal observations or opinions, and I want to read YOUR unique words and thoughts and not those generated by a computer program. **Please do NOT use generative AI platforms (like ChatGPT, Gemini, Co-Pilot, etc.) to generate content for the writing assignments in this class, specifically field notes, the interview transcript and reflection essay, and the final observation analysis essay.**
 - I will let you know explicitly when it is appropriate for you to use AI for an assignment.

Unforeseen Circumstances: If a student is dealing with an unforeseen circumstance, **the student should contact the instructor IMMEDIATELY, before the due date of an assignment. Please do not assume that the instructor will change the due date of an assignment or extend the date due to unforeseen circumstances.** *It is only at the instructor's discretion that a due date may be amended or extended.* If a date is changed, it will only be changed/extended once. After that, a grade of 0 will be given for the assignment.

Instructional Delivery

- Instruction will be delivered ONLINE through Blackboard, demonstrations, discussions, group discussions, and guest speakers. We are using Blackboard Ultra. Please be sure to watch the Navigational video in our blackboard course to learn more about it. This class is asynchronous, meaning you can access the material on your own time; however, the class is organized into weekly modules. A new module will open each Saturday morning, and **weekly assignments will be due on FRIDAYS by 11:59 p.m.**
 - **NOTE:** As this is an ONLINE class, you need to make sure that you have the appropriate technology and technological skills to complete the class. The following is a checklist of technology and technological skills you will need for this class:
 - Daily access to an updated laptop computer with Microsoft Word (*free download for ALL SPC students*). **You will NOT be able complete this course on your smartphone exclusively.**
 - Daily access to reliable internet connection—MySPC, Blackboard, SPC email, etc.
 - *NOTE: The ONLINE 2301 section will use **Padlet** as a video discussion board in addition to the discussion board present in Blackboard.*
 - *We will also use other websites for activities and games.*
 - Knowledge of (and ability to work in) Microsoft Word— *again, all SPC students have free access to Microsoft Office 365 products.*
 - **Please Note: Please do NOT save or submit assignments in Apple Pages!!!** Be sure to save a copy of your major assignments, essays, observation reflections in Google Docs, in Dropbox, in OneDrive, or on a thumb drive.

Field Experience Component

- EDUC 2301, as the course title indicates, is an introduction to the special populations within the general education classroom and a State requirement for the Associate of Arts in Teaching (AAT) degree. In addition to attending all class meetings throughout the semester, students will be given four education/field-experience

assignments, each one expected to span approximately 4 hours to equal 16 hours of total time. **Students will also need to complete and pass a criminal background check before attending any observations.**

- **Professionalism:** I place a **great** value on professionalism. It is KEY to being an effective teacher, and this semester is your opportunity to demonstrate this skill. Please remember that we are guests in the schools that we observe. This should be taken into consideration in your dress, speech, and actions. When you become a teacher, your professionalism is judged by students, fellow teachers, administrators, parents, and the community.

What is professionalism?

Some examples of professionalism include, but are not limited to: effective communication, punctuality, respect for fellow classmates, instructor and staff (in both actions and speech), being prepared for class and proper behavior and attitude in the field (see observation requirements), how you handle situations and interact with others, maintaining confidentiality, and above all...maintaining positive public conversations held with other students concerning the education courses and program, especially in the presence of students that have not yet entered the program.

General Assignment Information

- **Attendance/Participation/Discussion/Professionalism (15%)**
The following assignments are included in this portion of your grade: 6 - 8 weekly Padlet discussions, participation in the 3 group (Blackboard Collaborate, TEAMS, or Zoom) discussions, completed observation verification forms, & conduct during classroom observations
- **Weekly Module Learning Activities & Quizzes (30%)**
Weekly assignments and/or quizzes based on weekly readings, informational videos, guest lectures, etc., will make up this portion of your grade. These quizzes and/or assignments will be available in the weekly modules (under Content).
- **Interview Transcript/Reflection (10%)**
Interview a parent of a special-needs/exceptional child or an adult who was classified as a special-needs or exceptional child during his/her schooling. Transcribe your interview (i.e. type up a transcription of your interview questions and answers) and type a 1 – 1 ½ page reflection. *Do NOT use AI to generate text for your interview transcript or reflection essay.* You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions will be made available in the Major Projects module in Blackboard.
- **UDL Lesson Plan Presentation (15%)**
You will design and present a lesson plan based on a specific grade level and a specific topic within a specific subject (e.g. a lesson on adjectives as part of a 3rd grade English Language Arts (ELA) grammar unit). Your lesson plan must follow UDL guidelines and include specific accommodations for special populations. Guidelines and a rubric for this assignment, along with other pertinent instructions will be made available in Blackboard.
***PLEASE NOTE: Your EDUC 2301 Lesson must be a different lesson from the lesson you presented in EDUC 1301. It must also be a different lesson from the practice lessons we work with throughout the semester. Additionally, you may NOT select a TEKS from Pre-K or Kindergarten for this lesson.**
- **Field Experience & Field Notes (20%)**
You will visit 4 different school campuses to complete 16 hours of observation in the field over the course of the semester. Be sure to read carefully the “Observation Procedures and Rules” sheet. You will be required to submit a verification sheet to Mrs. Blount at the conclusion of each observation. You will also need to take detailed field notes over each field experience. This process will be taught in class. Your field notes should provide demographic information about the campus/school district and classroom and should include a sketch of the classroom. Additionally, your field notes should address specific (given) questions. *Do NOT use AI to generate text for your field notes.* You will submit each of these field notes through Turnitin.com (links will be provided). Guidelines and a rubric for these field notes will be made available in Blackboard. In order to submit your field notes, you must have turned in your verification sheets. **Field notes are due within 2 weeks of your classroom observation date.** If an emergency arises (or you wake up sick) and you must miss your observation, please contact Mrs. Blount by email (observations@southplainscollege.edu) and by completing the Observation Absence form. *Failure to attend your scheduled observation times (without a valid and*

documentable reason) will result in zeroes for all assignment-related grades, including the final observation project.

Please Note: *If students do not complete the required background check, observation paperwork sign up for observations by the given due dates, they cannot complete the observations and will be dropped from the class*

- **Final Observation Reflection Project (10%)**

This final observational analysis paper will count as your final in this class. Using your field notes, you will write a final analysis paper. In this paper, you will highlight three different concepts related to diversity in the classroom and planning instruction to suit the needs of your diverse students, citing examples and/or non-examples of each of these concepts from your observations. *Do NOT use AI to generate text for your observation analysis essay.* You will be expected to use correct APA formatting and citations. You will submit this assignment through Turnitin.com (a link will be provided). Guidelines and a rubric for this assignment, along with other pertinent instructions, will be made available in Blackboard.

Student Responsibilities: Students are expected to

1. “Attend class regularly” by logging into our Blackboard course on a regular basis (I suggest daily).
2. Be responsible for the learning process, such as reading and homework; participation in class discussions; asking relevant questions; and accepting responsibility for not understanding an assignment or failing an assignment
3. Be responsible for having an appropriate attitude and using appropriate language in academic environments; this includes not using condescending, inflammatory, threatening, or profane rhetoric, whether verbally or in written form, in academic environments
4. When communicating electronically or through speech, have respectful behavior toward instructor and classmates.
5. Be responsible for appropriate behavior and courteous actions to others.
6. Be responsible for writing down all grades and applying them to the grading scale used for the class, which is shown in the course’s policy statement/syllabus
7. Submit all assignments in accordance with due dates, formats, and requirements
8. Avoid all forms of cheating (including the unethical use of AI) and plagiarism on all assignments, including improper collaboration
9. Ask questions when something is unclear—PLEASE contact me when you have questions or concerns.

Institutional and Academic Policies

For information regarding official South Plains College statements about intellectual exchange, disabilities, non-discrimination, Title IX Pregnancy Accommodations, CARE Team, and Campus Concealed Carry, please visit <https://www.southplainscollege.edu/syllabusstatements/>.

Campus Resources

SPC Tutors: Tutoring is FREE for all currently enrolled students. Make an appointment or drop-in for help at any SPC location or online! Visit the link below to learn more about how to book an appointment, view the tutoring schedule, and view tutoring locations.

<http://www.southplainscollege.edu/exploreprograms/artsandsciences/teacheredtutoring.php>

IT Help: If you need help connecting to SPC’s wifi, logging into your SPC email, or if you are having Blackboard issues, please find the contact information and help request links on this page:

<https://www.southplainscollege.edu/instructional-technology/instructional-technology.php>

Brainfuse

You also have 180 FREE minutes of tutoring with Brainfuse each week, and your hours reset every Monday morning. Log into Blackboard, and click on the tools option from the left-hand menu bar. Click on the Brainfuse link and you will automatically be logged in for free tutoring. You may access Brainfuse tutors during the following times:

Monday – Thursday: 8 pm-8 am

6pm Friday – 8am Monday morning

For questions regarding tutoring, please email tutoring@southplainscollege.edu or call 806-716-2241

Note: The instructor reserves the right to modify the course syllabus and policies, as well as notify students of any changes, at any point during the semester.

Table 3: Disclaimer Statement

The intention of the master syllabus is to provide an outline of the contents of this course, as specified by faculty of the College Literacy and Education Department at South Plains College, regardless of who teaches the course, when it is taught, or where it is taught. Faculty members teaching this course for SPC are expected to facilitate learning pursuant to the course objectives. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course's subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

Course Schedule—EDUC 2301 (Online Section) Fall 2026

**Please Note: I reserve the right to change this tentative schedule. If a change is made, it will be announced in class and/or in Blackboard.*

This is NOT a schedule of weekly homework assignments! This is a tentative schedule of topics and textbook chapters to be covered weekly. **Also, please note that each week on the syllabus (with the exception of Week 1) runs from Saturday to the following Friday.** For specific due dates, please consult the Weekly Module Instructions.

Table 4: Course Schedule with Weekly Topics and Dates

DATE	TOPICS and CONTENT	GRADE REMINDERS
Week 1: Aug. 24 – 28	<i>Welcome to Class; Observation Information; Syllabus Information</i> <i>Introduction, What is Inclusive Learning?</i> <u>Readings:</u> “Addressing Our Needs: Maslow Comes to Life” by Lori Desautels “Inclusive Classrooms” by Reading Rockets “Practical Steps Toward More Inclusive Teaching” by Sarah Bray (PDF) “Approved Educator Standards” (TEA Website) “Technology Application Standards”—Standards I – V (TEA Website)	<u>Participation:</u> Zoom Informational Session—Observations (Wednesday, Aug. 26, at 9:00 p.m.) Padlet Video <u>Assignments/Quizzes:</u> Syllabus Quiz Module 1 Quiz Complete Background Check (if needed)
Week 2: Aug. 31 – 4	<i>UDL & Inclusive Learning (& Field Notes)</i> <u>Readings:</u> Module 2 PowerPoint “Landmark US Cases Related to Equality of Opportunity in K-12 Education” from Stanford University “The History of Special Education Law” by Peter and Pamela Wright IRISCENTER’s Module for Universal Design for Learning (pp 1 – 7) “The UDL Guidelines” by CAST.org <u>Videos:</u> “Special Education Law” 2 videos embedded in “About Universal Design for Learning”	<u>Participation:</u> Padlet Video <u>Assignments/Quizzes:</u> Socrative Quiz—Module 2 EdPuzzle Assignment—Field Notes
Week 3: Sept. 7 – 11	<i>MONDAY—Labor Day—SPC HOLIDAY</i> Designing UDL Lesson Plans for the Inclusive Classroom <u>Readings:</u> Module 3 PowerPoint—Lesson Planning Powerpoint “Universal Design for Learning (UDL): What You Need to Know” by Reading Rockets “The Difference between Universal Design for Learning and Traditional Education” by the Understood Team Lesson Planning Models ○ “Madeline Hunter’s Lesson Plan Model” ○ “How to Create a 5E Lesson Plan” ○ “LEARN Lesson Plan Model” <u>Videos:</u>	<u>Participation:</u> Teams Collaboration Session—Practice UDL Lesson <u>Assignments/Quizzes:</u> Practice UDL Lesson

DATE	TOPICS and CONTENT	GRADE REMINDERS
	“Piaget’s Theory of Cognitive Development” “Zone of Proximal Development”	
Week 4: Sept. 14 - 18	<i>Diversity in the Classroom—Special Education Processes & Procedures</i> <u>Readings:</u> Module 4 PowerPoint—Special Education Processes and Procedures Powerpoint “What is Inclusion in Education” by WeAreTeachers “10 Basic Steps in the Special Education Process” by Partners Resource Network “Evaluating School-Aged Children for Disability” by Center for Parents “What Evaluation Testing Results Mean” by Gail Bilsky of Understood.org “IEP Planning: Accommodations and Modifications” by Eve Kessler	<u>Participation:</u> Padlet Video <u>Assignments/Quizzes:</u> ARD Teacher Input Form Module 4 Quiz
Week 5: Sept. 21 – 25	<i>Diversity in the Classroom—Special Education & Inclusion</i> <u>Readings:</u> “Intellectual Disability” “Types of Learning Disabilities” “Introduction to Learning Disabilities” “Speech and Language Impairments” “Information about Emotional/Behavioral Disorders” “Complete Guide to Autism” “Understanding ADHD in Your Child” Read “5 Common Myths on Attention Deficit Problems” Read “What Special Education Teachers wish General Education Teachers Knew” <u>Video:</u> “Emotional. Behavior Disorder”	<u>Participation:</u> Padlet Video <u>Assignments/Quizzes:</u> Book Widgets Quiz—Module 5 Interview Assignment DUE
Week 6: Sept. 28 – Oct. 2	<i>Diversity in the Classroom—Special Education & Inclusion, Part II</i> <u>Readings:</u> “Visual Impairment, Including Blindness” by Center for Parent Info & Resources “Deafness & Hearing Loss” by CPIR “Deaf/Blindness” by CPIR “Traumatic Brain Injury” by CPIR “Other Health Impairments” by CPIR “Multiple Disabilities” by CPIR “Low-Incidence Disabilities; Information for Educators” by Michael Brown & Tara Brinkman <u>Videos:</u> Guest Lecturer—Robyn Reaves Gest Lecturer—Christine Martin “Mind Matters: ‘Dear Teacher’ Messages from Students for Teachers”	<u>Participation:</u> Padlet Video <u>Assignments/Quizzes:</u> Book Widgets Quiz—Module 6
Week 7: Oct. 5 – 9	<i>Diversity in the Classroom—Gifted & Talented Students</i> <u>Readings:</u> “Differentiation for High Achievers” by Jaye Parks <i>GT Teacher Guidebook</i> by LaPorte ISD faculty/staff “Tiered Lessons for Differentiation” View PPT “Teaching Gifted Kids in Today’s Classroom—Chapter 1”--based on Susan Winebrenner’s “Characteristics of Gifted Students” View PPT Tiered Lessons for Differentiation	<u>Participation:</u> Padlet Video <u>Assignments/Quizzes:</u> Tiered Lesson Activity Module 7 Quiz
Week 8: Oct. 12 – 16	<i>Fall Break—Friday, Oct. 16—SPC Holiday</i> <i>Diversity in the Classroom—Language Learners</i> <u>Readings:</u> IDRA’s Report “Creating a More Bilingual Texas”	<u>Participation:</u> Padlet Video—based on three learning activities

DATE	TOPICS and CONTENT	GRADE REMINDERS
	“What is the TELPAS and How is this Assessment Used in Texas” (TEA) Narda C. Huguin’s Blog “ELPS in my Classroom” ELPS chart (TEA) “6 Essential Strategies for Teaching English Language Learners” by Emily Kaplan from Edutopia.org “5 Effective Modeling Strategies for English Learners” by Daria Witt and Michael Soet from Edutopia.org “Helpful Online Resources for Teaching ELLs” by Laurel Schwartz of Edutopia.org “ESL and Bilingual Glossary”	Assignment Grades: Module 8 Quiz
Week 9: Oct. 19 – 23	<i>Diversity in the Classroom—At-Risk Students</i> <u>Readings:</u> “At Risk” Definition from <i>The Glossary of Education Reform</i> by Great Schools Partnership “At Risk Students: Success and Interventions” by Concordia University “Best Practices for Serving LGBTQ Students” by Cory Collins and Jey Ehrenhalt from Learning for Justice “State of Homelessness: 2023 Edition” by National Alliance to End Homelessness “Tips for Teachers and Staff: How to Support Students Experiencing Homelessness”—by School House Connection “Definition of Bullying” by University of the People “Trauma-Informed Teaching Strategies” by Jessica Minahan from the Assoc. for Supervision and Curriculum Development (ASCD) <u>Videos:</u> “Signs of Abuse and Neglect in Students” by Teachings in Education Guest Speaker—Dr. Kelly from TTU	Participation: NO Padlet video Assignment Grades: Book Widgets Quiz
Week 10: Oct. 26 – 30	<i>Creating an Effective Learning Environment for ALL Learners—Instructional Strategies and Assessments</i> <u>Readings:</u> “Elements of Effective Instruction” by Great Schools Partnership “20 Differentiated Instruction Strategies and Examples” by Prodigy “25 Effective Instructional Strategies for Educators” by TopHat “226 Active Learning Techniques” by Iowa State University “Types of Assessments” by ASCD “13 Formative Assessments that Inspire Creativity” by Paige Tutt	Participation: Teams Informational Sessions—instructions for UDL Lesson Project Assignment Grades: Book Widgets: Is this an Effective UDL Lesson? Module 10 Quiz
Week 11: Nov. 2 – 6	<i>Creating an Effective Learning Environment for ALL Learners—Assistive Technology</i> <u>Readings:</u> IrisCenter’s Assistive Technology Module (pp. 1 – 7) <u>Video:</u> “Understanding Assistive Technology: Simply Said” Winter Interim, Spring I—8 wk, Spring II—8wk, & Spring 2027 Registration Opens 11/6	Participation: Padlet Video Assignment Grades: Module 11 Quiz
Week 12: Nov. 9 – 13	<i>Creating an Effective Learning Environment for ALL Learners—Behavioral Supports</i> <u>Readings:</u> “Understanding Behavior as Communication: A Teacher’s Guide” by Amanda Morin “Positive behavior strategies in the Classroom” by Understood.org (and follow links to other articles) “The Difference Between Discipline and Punishment” by Amanda Morin “What is a Functional Behavior Assessment” by Amanda Morin	Participation: NO Padlet video Assignment Grades: Module 12 Guided Notes Practice Functional Behavior Analysis Skills Learning Activity

DATE	TOPICS and CONTENT	GRADE REMINDERS
	“Social Emotional Learning Toolkit: Family Engagement” by movethisworld.com <u>Video:</u> “TeachingMinute: Positive Consequences”	
Week 13: Nov. 16 – 20	<i>Creating an Effective Learning Environment for ALL Learners—Collaboration and Cooperative Teaching</i> <u>Readings:</u> “Benefits of and Strategies for Teacher Collaboration in MTSS” by Katya Henderson “5 Benefits for Teacher Collaboration in Education” by Damon Torgerson “How to Choose a Co-Teaching Model” by Sean Cassel <u>Video:</u> “Shared Content Teams”	<u>Participation:</u> Teams Discussion <u>Assignment Grades:</u> Module 13 Quiz
Week 14: Nov. 23 – 27	<i>No Readings, Videos, or Learning Assignments this Week—work on your UDL LESSON PROJECT (Due this coming Sunday)</i>	ONLINE Section: UDL Lesson Project Due Sunday, Nov. 29, at 11:59 p.m.
	THANKSGIVING BREAK (NOV. 25 – 27)	
Week 15: Nov. 30 – Dec. 4	Work on Final Observation Analysis Paper Final Observation Analysis Paper DUE MONDAY, Dec. 7, by 8:00 a.m.—No Late Papers Will Be Accepted!! *Thursday, Dec. 3 = last day to drop Fall courses	<u>Participation:</u> End-of-Semester Reflection (due Monday, Dec. 7, at 11:59 p.m.)
Week 16: Dec. 7 - 10	Finals Week—Final Observation Analysis Essay DUE MONDAY, Dec. 7, by 8:00 a.m.	<u>Participation:</u> End-of-Semester Reflection (due Monday, Dec. 7, at 11:59 p.m.)

PLEASE NOTE: Each set of field notes will be due by **midnight on the Friday 2 weeks after your observation**. For example, if you observe any day the week of Sept. 7 – 11, your field notes will be due by midnight on Friday, Sept. 25.