



# EDUC 2301.001 Introduction to Special Populations

## Face to Face

Course Syllabus: Fall 2020

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*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”*

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
			By appointment			

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

**Course Description:** An enriched, integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

Upon completion of this course you will be able to describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications; describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning; describe the impact of socio-economic status on learning and creating equitable classrooms; and demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

The course is comprised of an in-depth study of various exceptional populations and requires active participation in class activities. There are 16 additional hours of field-based experience with special populations in P-12 schools with emphasis on observation of classrooms including students with disabilities.

**Prerequisite(s):** EDUCATION 1301: Introduction to the Teaching Profession.

2301 Student Learning Outcomes

STUDENT LEARNING OUTCOME	INDICATOR
1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	FINAL EXAM
2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.	MIDTERM EXAM
3. Describe the impact of socio-economic status on learning and creating equitable classrooms.	CHAPTER 3 REFLECTION
4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.	OBSERVATION 2

**Evaluation/Grading Policy:**

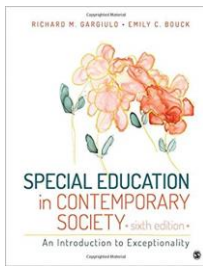
Assignment Category	Number of Assignments	Percentage of Grade Per Assignment	Total Percentage of Grade Per Category
<b>Syllabus Quiz</b>	1	1%	1%
<b>Weekly</b>			
1. Warm-up	52	1%	52%
2. Video Discussion Board	4 per week for 13 weeks		
3. Chapter Quiz			
4. Chapter Assignments			
<b>Observation Write-Up</b>			
1. Observation 1 (8 hr.)	2	5%	10%
2. Observation 2 (8 hr.)			
<b>Lesson Presentation</b>	1	10%	10%
<b>Exams</b>			
Midterm	2	10%	20%
Comprehensive Final			

**Total**

**100%.**

**Required Instructional Materials:**

Special Education in Contemporary Society, 6<sup>th</sup> Edition, Sage Publishing by Gargiulo and Bouck.



**Publisher:** Sage Publications

**ISBN Number:** 9781506310701

The e-textbook and accompanying materials serve as the basis for this course and contain required reading and activities. The text will also function as a reference resource. Students may elect to purchase the hard copy as well.

**Optional Instructional Materials:** none

**Minimum Technology Requirements:** Computer/internet access for blackboard

**Required Computer Literacy Skills:** Microsoft Office

Course Structure and Overview: **Weekly Assignments**

The weekly assignments count more than half your grade and are due on Sunday end of day. Late work is penalized and work more than a week late is not accepted under ordinary circumstances. Should a serious situation (serious illness, death in the family, etc.) arise, contact the instructor within the week to discuss the situation.

There are 4 graded assignments per week based on the textbook as follows. The assignments should be done in this order:

1. Warm-up
2. Video discussion board with initial post and two responses to peers
3. Chapter quiz
4. Chapter assignments

The initial entry of discussion boards should be an in-depth discussion based on the prompt due by Friday. Responses to two classmates is due on Sunday end of day. You must respond to two classmates to receive a grade. No partial credit is given for an initial response only.

The chapter quiz is a short quiz on textbook information. There is a 30 minutes time limit on the quiz. Be sure you have a reliable internet connection when taking the quiz.

Grammar, punctuation, and spelling count for all assignments. Errors will lower your grade.

Observation Write-Ups for Field Based Experience

A 16-hour off-campus field-based experience is required for this course. Two summary papers and

time logs are required. All documentation of the field-based experience must be completed for course credit. Documentation papers and guidelines may be found in the Field-Based Experience folder posted on the homepage.

Observations must be made in public schools.

\*Students are required to establish ALL contacts with the school district of choice and make ALL subsequent arrangements regarding their field experience. Students should NOT select a campus where they attended or where their child is currently attending.

Observations should be scheduled through the school administrator. If you are employed in a school, you may observe in the school you work in, but not in the classroom or students you are assigned to.

You are to observe the classroom, teacher, and students.

A letter or introduction is included in the observation folder as well as documents for the observations.

16 hours of observation in a public-school classroom are required. **Observe 8 hours in one classroom with one teacher, and 8 hours in a different classroom with a different teacher.**

Observations may be done in general education (inclusion) or special education classrooms. If you observe in a general education (inclusion) classroom, students with disabilities must be in the classroom and you are to note how the teacher meets the varying needs of all students. However, because of confidentiality issues, the particular students with disabilities will not be revealed to you.

The 8-hour observations may be completed in one day, or in several shorter sessions. If you choose to do all 8 hours in one day, you may count time in the lunchroom, recess, etc.

After the first 8 hours, you will do a summary paper, using the template provided. It should be double-spaced, 12-point Calibri font, in paragraph form. You must use the template. Assignments not completed on the template will not be graded and a zero will be recorded. Access the template by clicking on the link.

After the second 8 hours, you will do a second summary paper using the same format. Remember that it must be with a different teacher in a different classroom.

## Lesson Presentation

The lesson presentation is a capstone assignment designed as a practical application of the concepts you have learned through the coursework and is a major part, 12%, of your grade.

A Lesson Presentation folder on the homepage contains further information about the presentation.

The oral lesson presentation is made via video and uploaded to YouTube.

The oral lesson presentation is a 10 to 15-minute mini-lesson taught as if they were students in classroom at the grade level of the lesson. There is also a write-up on a template found in the Lesson Presentation folder on the homepage.

The mini-lesson may be at any grade level.

The mini-lesson must be tied to the state standards.

The mini-lesson is based on a direct instruction with Madeline Hunter or 5E lesson plan model.

You must use the template for the Lesson Presentation. Assignments not completed on the template will not be graded and a zero will be recorded. Access the template by clicking on the link.

Grammar, punctuation, and spelling count. Errors will lower your grade.

### **Communications:**

1. Communicate via email including sending attachments
2. Navigate the World Wide Web using the web browser google chrome or Mozilla Firefox
3. Use office applications such as Microsoft Office (or similar) to create documents
4. Communicate using a discussion board and upload assignments
5. Be comfortable uploading and downloading saved files

### **Institutional/Course Policy:**

#### Class Participation-

Active class participation by students is critical to the overall success of the class and its individual students. All students are expected to take responsibility for their membership in the class and be active and willing participants including the following:

#### Student Attendance-

Students are expected to attend all face-to-face or virtual classes, to be on time, and attend for the full class. THERE ARE NO EXCUSED ABSENCES nor does the professor “give permission to miss class”. Missing more than two face-to-face or virtual classes will result in the student grade dropped one full letter. Missing more than four classes will result in student grade dropped two full letters.

If a student chooses to miss a class, the student is responsible for

- course announcements
- covering the material addressed in class independently
- obtaining notes based on class application activities from a peer

#### Etiquette

- Appropriate attendance and promptness
- Positive, open attitude towards learning
- Appropriate collaboration skills with peers
- Appropriate grammar, articulation and speech patterns
- Conduct yourself in a manner that is not distracting to your peers. This includes cell phone use.
- Be respectful of other students and the instructor.
- Recognize that arriving late or leaving class early is a distraction to your peers!

### **Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website

(<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

**NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

**ADA Statement:**

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student’s responsibility to request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

**Family Educational Rights and Privacy Act (FERPA):**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children’s educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered “eligible students.” In essence, a parent has no legal right to obtain information concerning the child’s college records without the written consent of the student. In compliance with FERPA, information classified as “directory information” may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student’s name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

**Tentative Course Timeline (\*note\* instructor reserves the right to make adjustments to this timeline at any point in the term):**

Date	Topic of Study	Module Assignments Due every Sunday at 11:59
Week of		
August 24	Effective Teaching	Complete Module 1
August 31	Ch. 1 Special Education in Context	Complete Module 2
September 7	Ch. 2 Policies, Practices, & Procedures	Complete Module 3
September 14	Ch. 3 Cultural & Linguistic Diversity and Exceptionality	Complete Module 4
September 21	Ch. 4 Parents, Families, &	Complete Module 5

	Exceptionality	
September 28	Ch. 5 Assistive Technology	Complete Module 6
October 5	Ch. 6 Individuals with Intellectual Disabilities	Complete Module 7
October 12	Ch. 7 Individuals with Learning Disabilities	Complete Module 8 including Midterm Exam
October 19	Ch. 8 Individuals with Attention Deficit Hyperactivity Disorder	Complete Module 9
October 26	Ch. 9 Individuals with Behavior Disorders	Complete Module 10
November 2	Ch. 10 Individuals with Autism Spectrum Disorders	Complete Module 11
November 9	Ch. 11 Individuals with Speech and Language Disorders Ch. 12 Individuals with Hearing Impairments Ch. 13 Individuals with Visual Impairments	Complete Module 12 & 13
November 16	Ch. 14 Students with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities	Complete Module 14
November 30	Ch. 15 Individuals who are Gifted and Talented	Complete Module 15
December 7	<b>FINAL EXAM</b>	Complete Module 16