



# Education 2301.033FE

## Fall 2024

### 8 week course

*"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."*

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Office Hours:	Monday	Tuesday	Wednesday	Thursday	Friday	Online
by appointment						

*The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.*

**Course Description:** Introduction to Special Populations is an enriched integrated pre-service course and content experience that provides an overview of schooling and classrooms. The perspectives of language, gender, socioeconomic status, ethnicity, academic diversity and equity are addressed with emphasis on factors that facilitate learning within regular education environment. Off-campus field experiences are planned to enhance learning.

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.

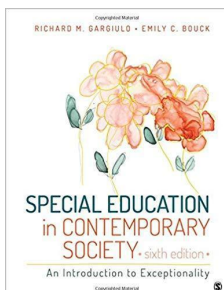
The course is comprised of an in-depth study of various exceptional populations and requires active participation in class activities. There are 16 additional hours of field-based experience with special populations in P-12 schools with emphasis on observation of classrooms including students with disabilities.

### Prerequisite

EDUCATION 1301: Introduction to the Teaching Profession.

### **Required Textbook(s):**

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.

**Student Learning Outcomes:**

After studying the material presented in the text, class discussions and course activities, the learner should be able complete all learning objectives listed below.

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

## Evaluation/Assignments/Exams/Grading Policy:

### Education 2301 Assignments

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 Board 2. Video Discussion Board 3. Chapter Quiz 4. Module Assignment	52 4 per week for 13 weeks	1%	52%
<b>Observation Write-Up</b> 1. Observation 1 (8 hr.) 2. Observation 2 (8 hr.)	2	5%	10%
<b>Lesson Presentation</b>	1	10%	10%
<b>Exams</b> Midterm Comprehensive Final	2	10%	20%

**Total** **100%.**

### Weekly Assignments

The weekly assignments count more than half your grade and are due on Sunday evening. 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 discussion board
2. Video discussion board with initial post and two responses to peers
3. Chapter quiz
4. Chapter reflection

The reflection should be completed using word, 12-point Calibri font, doubled spaced. A template is provided for both the chapter assignment and the chapter reflection and must be used. Access

the template by clicking on the link found with the assignment. You must use Word. Word is available at no cost to NTCC students.

The Warm-up discussion should be completed after surveying the chapter and viewing the video in found in the Warm-up folder. Posts should reflect a basic understanding of the chapter topic.

After viewing the video, the initial entry on the discussion board should be completed by Friday evening. The initial entry should be an in-depth discussion based on the prompt. By Monday evening, respond to two classmates. 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.

### **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. You are not to interact with students or assist the teacher in instruction.

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.

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

## **Student Responsibilities/Expectations**

Online students should begin chapter work promptly on the assigned day.

Course email should be checked several times per week, preferably daily, for course updates or changes.

Expect to spend 4 to 6 hours per week on weekly assignments.

Work is to be completed by the due date posted on the calendar. Work is accepted for partial credit up to one week after the due date. Assignments become unavailable and work is not accepted more than one after the due date.

It is the student's responsibility to actively participate in class activities and discussions in order to get maximum benefit from the course.

Professional dress and conduct are mandatory for field-based experiences and on campus presentations.

Maintaining confidentiality is important when observing in classrooms during the field-based experience. Details of the experience should be discussed only in the context of the course.

It is the student's responsibility to comply with all NTCC academic honesty policies and to maintain honesty and integrity in all academic pursuits.

### **NTCC Academic Honesty Statement:**

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

### **Academic Ethics:**

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

**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 arrange an appointment with a College counselor, Kat Belew, to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

**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.