



COURSE SYLLABUS

EDUC 1301-INTRODUCTION TO SPECIAL POPULATIONS

Catalog 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 Texas P-12 classrooms with special populations

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Lecture hours = 3 Lab hours = 0

Prerequisites: TSI Reading complete, EDUC 1301-Introduction to the Teaching Profession

Co-requisite/Concurrent: Students will be required to submit to and pass a criminal background search as prescribed by the program and college. Failure to comply will result in a grade of F for the course.

Semester Credit

Hours: 3 Lecture

Hours per Week: 3 Lab

Hours per Week: 0

Extended hours: 16-Sixteen hours of on-site field experience observations in Texas public school classrooms are required.

Contact Hours per Semester: 64

State Approval Code: 13.0101.51 09

Class section meeting time: Online—students are expected to spend at least four hours per week reading and reviewing course materials and completing assignments.

Core Components and Related College Student Learning Outcomes

This course counts as part of the academic requirements of the Panola College Core Curriculum and an Associate of Arts or Associate of Science degree. Yes No If no, skip to Instructional Goals.

The items below marked with an X reflect the state-mandated outcomes for this course **IF this is a CORE course:**

Critical Thinking Skills – to include creative thinking, innovation, inquiry and analysis, evaluation and syntheses of information

___ CT1: Generate and communicate ideas by combining, changing, or reapplying existing information

___ CT2: Gather and assess information relevant to a question

___ CT3: Analyze, evaluate, and synthesize information

Communication Skills – to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

___ CS1: Develop, interpret, and express ideas through written communication ___

CS2: Develop, interpret, and express ideas through oral communication ___ CS3:

Develop, interpret, and express ideas through visual communication

Empirical and Quantitative Skills – to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

___ EQS1: Manipulate and analyze numerical data and arrive at an informed conclusion ___

EQS2: Manipulate and analyze observable facts and arrive at an informed conclusion

Teamwork – to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

___ TW1: Integrate different viewpoints as a member of a team

___ TW2: Work with others to support and accomplish a shared goal

Personal Responsibility – to include the ability to connect choices, actions, and consequences to ethical decision-making

___ PR1: Evaluate choices and actions and relate consequences to decision-making

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

___ SR1: Demonstrate intercultural competence

___ SR2: Identify civic responsibility

___ SR3: Engage in regional, national, and global communities

Instructional Goals and Purposes:

The purpose of this course is to provide students with a) information about the education of students with special needs and b) opportunities to observe professional teachers in their teaching environments.

Learning Outcomes:

Upon successful completion of this course, students will:

1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications. (PPR St I)
2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning. (PPR St I)
3. Describe the impact of socio-economic status on learning and creating equitable classrooms. (PPR St I)
4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. (PPR St I, II)
5. Complete a minimum of 16 contact hours of field experience in P-12 classrooms with special populations. (PPR St IV)

Course Content:

Students in all sections of this course will learn the following content:

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1. Identify the required components of an individualized education plan (IEP).
2. Identify examples of related services for students with special needs.
3. Identify high and low incidence disability groups and outline their behavioral characteristics.

4. Define terms/characteristics associated with special needs students, including least restrictive environment, inclusion, mental retardation, speech and language impairments, emotional or behavioral disorders, ADHD, gifted/talented, at risk, sensory impairments, autism spectrum disorders, physical and health disabilities, and traumatic brain injury.
5. Identify effective classroom assessment approaches, including the role of assessment in the content areas.
6. Describe various interventions or techniques that can be used according to student learning domains.
7. Articulate the important concepts of reading, writing, and mathematics instruction.
8. Extend and revise lesson plans to accommodate learners with special needs.

Standard II. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

1. Illustrate the importance of using technology in the classroom, including assistive technology.
2. Select strategies to reinforce appropriate behavior.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

1. Identify models of collaboration and cooperative teaching.
2. Discuss the importance of parent/family/school collaboration in educating students with special needs.
3. Identify effective classroom assessment approaches, including the role of assessment in the content areas.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

1. Trace the evolution of services for children with special needs.
2. Summarize major provisions of important legislation, including the Disabilities Education Act, IDEA 2004, No Child Left Behind Act, and Section 504 (PL93-112).
3. Explain the role and function of the multidisciplinary team.
4. Identify models of collaboration and cooperative teaching.

Methods of Instruction/Course Format/Delivery:

Students in all sections of the class will have access to this course via the Canvas Learning Management System. Students in the face-to-face course will meet regularly to discuss the material. Online students will be required to meet with the instructor or testing proctor for testing only. Instruction and class participation will include:

- Instructor lecture or online facilitation
- Online submission of assignments
- Email
- Videos
- Discussion Board
- Practice Exams
- Quizzes
- On-site Field Experience

Assignments/Assessments:

To earn a passing grade, all required documents for the sixteen-hour field study component MUST be submitted ON or BEFORE the DUE DATE. Students who do not complete all sixteen hours will not receive credit for the course, regardless of performance on other assignments.

90-100 %	A	Exams = 50%
80-89%	B	Assignments = 20%
70-79%	C	Field Experience = 30%

60-69%	D
Below 60%	F

Course Grade:

The grade for this course will be based on the following assignments:

- Field Experience Journal and Documentation = 30%
- Assignments: = 20%
 - Projects
 - Discussions
 - Quizzes
- Exams, including a comprehensive Final Exam = 50%

Field Experience Journal and Documentation: Students will complete sixteen hours of on-site observation in grades Pre-K-12 in Texas public schools, with emphasis on observing special populations. A time log, teacher evaluations, and a reflective journal will document completion of the observations. Failure to complete the entire sixteen-hour assignment will result in a grade of F in the class, regardless of performance on other assignments.

Assignments: Assignments include responses to online discussion threads, chapter and other content quizzes, and a variety of projects related to the topics under study. A service-learning component is included in projects.

Exams: Students will complete two unit exams and a comprehensive final exam.

Texts, Materials, and Supplies:

- **TEXTBOOK(S):** *Teaching in Today's Inclusive Classrooms, A Universal Design for Learning, 2nd edition*, by Richard M. Gargiulo and Debbie Metcalf. (2013). Belmont, CA: Wadsworth. ISBN: 9781111837976
- **SOFTWARE:** Web browser such as Google Chrome, Mozilla Firefox, or Internet Explorer—updated as necessary; access to MS WORD

Required Readings: Textbook

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator, Stacy Gee, in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>