

Angelina College
 School of Arts and Education
 Department of Language Arts & Education
 Introduction to Special Populations
 General Syllabus

I. BASIC COURSE INFORMATION:

A. Course Description:

EDUCATION – EDUC 2301 – INTRODUCTION TO SPECIAL POPULATIONS. Three hours credit. An enriched integrated pre-service course and content experience that: 1) 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; 2) provides students with opportunities to participate in early field observations of P-12 special populations; 3) course content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards; 4) includes a minimum of 16 contact hours of field experience in P-12 classrooms with special populations; and 5) Prerequisite for this course is EDUC 1301. Students must comply with state and school regulations in order to participate in P-12 classroom field experiences, which may include (but may not be limited to): a current negative TB test, an acceptable criminal history and central registry background check, fingerprinting and a notarized affidavit for applicants. (Please see an advisor for additional information.) Three hours lecture and weekly lab hours. Prerequisite: EDUC 1301. Lab fee.

B. Intended Audience:

Students interested in teaching career who have successfully completed Introduction to Education 1301.

C. Instructor: Rachel Hunt

Office Hours: Monday 9:30-11:25AM; Monday/Wednesday 3:00-4:00PM. Livingston Campus 10:50-11:25. Other times and locations by appointment.

Office Location: Liberal Arts 109-E; Livingston Campus L112

E-mail Address: rhunt@angelina.edu

II. Intended Student Outcomes:

A. Program Learning Outcomes:

1. **Communication:** demonstrate effective written communication
2. **Teamwork:** work cooperatively in a team environment
3. **Critical Thinking:** analyze information and use logic to solve problems
4. **Personal and Social Responsibility:** understand professional roles and responsibilities as well as legal and ethical requirements of the profession

B. State Board of Education Pedagogy and Professional Responsibility Standards (EC-Grade 12)

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. (1.3K) Candidates will be able to identify characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs.
2. (1.6K) Candidates will be able to utilize appropriate strategies for instructing English

Language learners.

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

3. (2.1K) Candidates will explain the importance of creating a learning environment in which diversity and individual differences are respected.

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.

4. (3.15K) Candidates will describe the significance of teacher flexibility and responsiveness in the teaching/learning process.

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

5. (4.2K) Candidates will demonstrate appropriate ways for working and communicating effectively with families in varied contexts.
6. (4.13S) Candidates will enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework).
7. (4.14S) Candidates will use evidence self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals.

8.

III. ASSESSMENT MEASURES

A. Assessments for Program Learning Outcomes

1. **Critical Thinking:** The student will design procedures for managing behaviors in an inclusive classroom setting using information from textbook assignments and accommodations and modifications gleaned from students' oral reports.
2. **Communication:** The student will demonstrate effective communication by choosing one chapter from the text and making an oral presentation complete with visuals and handouts to the class.
3. **Teamwork:** The student will work effectively in groups to produce a finished project representing the entire group. The group will decide the responsibility of each group member.
4. **Social Responsibility:** Students will complete field experience documents on each school observation including their summary of classroom procedures and opinion on the effectiveness of those procedures.

B. State Board of Education Pedagogy and Professional Responsibility Standards (EC-Grade 12)

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. (1.3K) Candidates will be able to identify characteristics and instructional needs of students with varied backgrounds, skills interests, and learning needs in embedded questions on exams and successful completion of field experience activities.
2. (1.6K) Candidates will be able to utilize appropriate strategies for instructing English language learners as demonstrated through successful completion of field experience activities.

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

3. (2.1K) Candidates will explain the importance of creating a learning environment in which diversity and individual differences are respected in the educational philosophy statement and/or the portfolio.

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.

4. (3.15K) Candidates will describe the significance of teacher flexibility and responsiveness in the teaching/learning process in the educational philosophy statement and /or portfolio.

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

5. (4.2K) Candidates will demonstrate appropriate ways for working and communicating effectively with families in varied contexts by creating a research project and presentation and/or additions to the Teacher Survival Kit.

6. (4.3S) Candidates will enhance content and pedagogical knowledge through a variety of activities as they reflect upon their attendance of at least one professional conference during the semester and participation in at least one professional education organization, and correctly answer embedded questions on exams.

7. (4.14S) Candidates will use evidence of self-assessment to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals through the creating of a reflective journal and professional portfolio.

IV. INSTRUCTIONAL PROCEDURES:

Methodologies will consist of lectures and Socratic dialogue, including in-class critical thinking exercises, cooperative-learning activities; audio-visual presentations followed by discussions; field experience component with required paperwork and reflections, class assignments, portfolio project prepared by the candidate, and student quizzes.

V. COURSE REQUIREMENTS AND POLICIES:

1. Required Textbooks, Materials and Equipment

- Coleman, M., Gallagher, J., & Kirk, S. (2015). *Educating Exceptional Children*. Cengage Learning.
- MindTap Education, 1 term (6 months) Instant Access for Kirk/Gallagher/Coleman's *Educating Exceptional Children* (this is bundled with your textbook purchase).
- 3-inch ring binder
- Angelina College Student ID (for field experience)
- EDUC 1301 and 2301 field experience participation requirements (criminal background check and affidavit, TB test, agreement letter, etc.) must be met **by the assigned date** or the candidate is ineligible to participate in the field experience and will be dropped from the course.

Required technology:

- Internet
- Student Email
- Microsoft Word

B. Course Policies – This course conforms to the policies of Angelina College as stated in the Angelina College Handbook.

1. **Educational Accommodations** – Educational Accommodations – If you have a disability (as cited in Section 504 of the Rehabilitation Act of 1973 or Title II of the Americans with Disabilities Act of 1990) that may affect your participation in this class, you may fill out the Educational Accommodations application within your AC Portal, under the “Student Services” tab. A Student Success team member will contact you once the application is received. At a post-secondary institution, you must self-identify as a person with a disability in order to receive services; for questions regarding the application process, you can visit the Office of Student Success and Inclusion in the Student Center (205A); text 936.463.8078; or email access@angelina.edu. To report any complaints of discrimination related to a disability, you should contact Mr. Steve Hudman, Dean of Student Affairs, in Room 101 of the Student Center. You may also contact Dean Hudman by calling (936) 633-5292 or by emailing shudman@angelina.edu.
2. **Attendance** – Excessive absences are defined as three or more consecutive absences or four or more cumulative absences from regularly scheduled class periods. Virtual classes must document equivalent participation. The summer terms call for two or more consecutive, or three or more cumulative absences. A three-hour night class counts as two class periods. Students will not be dropped and will be allowed to make up work for absences because of (1) College District (including early college high school) authorized and sponsored activities, and (2) religious holy days. It is the student’s responsibility to arrange for make-up work with the instructor and to complete it within a reasonable time. In accordance with the Texas Education Code, each student is allowed to be absent from a class for the observance of a religious holy day. A “religious holy day” means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code. The student must notify the instructor of each class of the anticipated absence not later than the 15th calendar day after the first day of the semester. A student who is excused under this section must complete all assignments or missed examinations at the direction of the instructor.

C. Additional Policies Established by the Instructor

1. **Student Conduct:** As a student learner, it is your responsibility to be respectful of the learning atmosphere in your classroom. To show respect of your fellow students and instructor, you must:
 - a. Turn off your phone and other electronic devices.
 - b. Do not sleep in class or you will be asked to leave.
 - c. Arrive on time for class so you will not disturb others. Late arrivals and early departures will be counted as absences.
 - d. It is important to your success that you meet your assignment deadlines. You are still responsible for assignments even if you have been absent.
2. **Academic Dishonesty:** The College and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism and collusion. Cheating or plagiarism in any degree will not be tolerated by the college and will result in no less than a failing grade on the assignment in question. Further proceedings to have the violator suspended from class and/or from the college may be initiated through the current policy of the college on grievances.
3. **Make-Up Work:** Generally, no make-up work will be given in this course. You will be provided with a detailed calendar of assignments, exercises and test due dates well in advance

of their deadlines. Therefore, it is expected that you will have your assignments completed prior to class eliminating the necessity of make-ups. In special circumstances (i.e. extended illness, death in the family, etc.), your instructor may use discretion and allow a deadline extension on a case-by-case basis.

4. **Internet and Hybrid Class Attendance Policy:** If you have not logged on and submitted work for two weeks in a row, please realize you may be dropped for non-attendance
5. **Field Experience Work** – This course requires the candidate to *spend 16 hours per semester* in a public or accredited private school setting working with specific populations. Candidates who plan to observe in any district besides Lufkin ISD will need to assign and arrange their field experience with the Instructor and the appropriate public school authority. Those who plan to observe in Lufkin ISD need to inform the Instructor in charge of field experiences.
6. Every effort will be made to help candidates meet their individual needs. Candidates will be required to follow all field experience guidelines during the field experience. Please refer to the Field Experience Guidelines for further questions about this topic.
7. **Late Assignments** –All assignments must be turned in before or on the due date given in the syllabus or by the instructor.
8. **Instructor Conferences** – All candidates are encouraged to take time to meet individually with the instructor during the course. Every effort will be made to respond to individual needs. If at any time, you feel that you are having problems related to the course, visit with the instructor as soon as possible. Likewise, the instructor may request a meeting with you outside of class time if necessary. Many problems can be resolved easily if promptly addressed. I encourage you to talk to me about the course, and please stop me during a lecture if you do not understand the material. If you are having difficulties or you have special needs, please bring them to my attention right away.
9. *Read the Angelina College Bulletin for the “Stop Don’t Drop” rule for Higher Education.*

VI. COURSE CONTENT:

A. Required Content/Topics –

Lecture: This course is aligned with the State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Candidates will receive 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. Candidates will have interactive field experiences to apply to what is being taught in the classroom.

Field Experience: This course has a 16-hour field experience component; it is the student’s responsibility to make sure this component is completed. Candidates are expected to complete the designated activities and turn them in accordingly as assigned. Please refer to the Field Experience Assignment and Field Experience Guidelines documents for further details regarding this experience.

Portfolio: Throughout this course you will be creating a portfolio to document your learning. This portfolio should showcase your mastery and demonstrate your competencies within this course. Some items will be required for your portfolio while others will be included at your discretion.

Artifacts: Portfolio items should include student developed IEP and 504 plans; case stories; parent activities/resources; field experience write-ups; samples of differentiated activities for the curriculum showing use of UDL and other strategies; assessment information; and

other products completed as part of the course. A rubric for assessing the portfolios is attached to this syllabus.

Discussions and Reflections:

- Discussions and Reflections Assignments include posts by each student about content covered in the course and current events as they relate to issues concerning to issues concerning individuals with exceptionalities.
- Student participates in discussions and comments on a regular basis with classmates.
- Student demonstrates an understanding of the topic of discussion or reflection through critical thinking and uniqueness of contribution.
- Discussions include supplementary readings, professional journals, select websites, as well as current events.
- Student feedback is constructive and respectful.
- Student demonstrates proper mechanics of writing

Quizzes: Student will independently complete open book quizzes addressing textbook chapters. Quizzes deactivate at midnight on the due date.

Final Exam: Each student will independently complete examinations. The format for this exam will be discussed prior to the test date.

VII. EVALUATION AND GRADING:

A. Grading Criteria

The grading system in this course is based on a point value system. The charts below are designed to assist you in computing assignment totals and your final grade based on the total points you have accumulated. **Failure to complete all four Field Experiences is an automatic failure of the course!**

Assignments	Points
Discussions/Reflections/Participation	35
Chapter Quizzes	65
Field Experience Assignments	100
Revisions and Additions to Teacher Portfolio	75
Teacher Interview	25
Unit Exams	100
Final Exam	100
Total Points:	500

B. Determination of Grade

A = 500-448	100-90%
B = 447-398	89-80%
C = 397-348	79 - 70%
D = 347-298	69 - 60%
F = 297-0	59- 0%

VIII. SYLLABUS MODIFICATION:

The instructor may modify the provisions of the syllabus to meet individual class needs by informing the class in advance as to the changes being made.

Course Schedule: The schedule above is designed to provide an overview of course activities and readings; it may be modified as needed as we progress through the semester.

Week	Date	Class Topic
1	January 14-20	<i>Introduction to Special Education</i> <i>Chapter 1: Children with Exceptionalities and Their Families</i>
2	January 22 -27 (AC closed on 21 st)	<i>Chapter 2: Children with Exceptionalities and Social Institutions: Government, Courts, and Schools</i>
3	January 28-February 3	<i>Chapter 3: Early Intervention Supports and Services</i>
4	February 4-10	<i>Chapter 4: Children with Intellectual and Developmental Disabilities</i> Submit Field Experience #1 END OF UNIT ONE
5	February 11-17	<i>Chapter 5: Children with Autism Spectrum Disorders</i>
6	February 18-24	<i>Chapter 6: Children with Learning Disabilities</i>
7	February 25-March 3	
8	March 4-10	<i>Chapter 7: Children with Attention Deficit/Hyperactivity Disorders (ADHD)</i> Submit Field Experience #2 END OF UNIT TWO
9	March 18-24	<i>Chapter 8: Children with Emotional and Behavior Disorders</i>
10	March 25-31	<i>Chapter 9: Children with Communication, Language, and Speech Disorders</i>
11	April 1-7	<i>Chapter 10: Children with Special Gifts and Talents</i> Submit Field Experience #3 END OF UNIT THREE
12	April 8-14	<i>Chapter 11: Children who are Deaf or Hard of Hearing</i>
13	April 15-21	<i>Chapter 12: Children with Visual Impairments</i>
14	April 22-28	<i>Chapter 13: Children with Physical Disabilities, Health Impairments, and Multiple Disabilities</i>
15	April 29-May 2	<i>Continue Chapter 13: Children with Physical Disabilities, Health Impairments, and Multiple Disabilities</i> Submit Field Experience #4 END OF UNIT FOUR
16	May 3-9	FINALS WEEK

Portfolio Rubric

CEC Standard	Emerging	Developing	Proficient	Optimal
1-Learner Development & Individual Learning Differences				
2-Learning Environments				
3-Curricular Content Knowledge				
4-Assessment				
5-Instructional Planning & Strategies				
6-Professional Learning & Ethical Practice				
7-Collaboration				

- **Emerging:** Student has demonstrated an initial understanding of information but is unable to apply it in meaningful ways
- **Developing:** Student is beginning to apply information to individual cases
- **Proficient:** Student can apply information to individual cases across several areas of exceptionality
- **Optimal:** Student has mastered the introductory content and is able to apply it to a variety of individual cases and circumstances across areas of exceptionalities

Purpose: To show progress toward and mastery of the CEC Standards at an introductory level as outcomes for the course.

Artifacts: Portfolio items should include student developed IEP and 504 plans; case stories; parent activities/resources; field experience write-ups; samples of differentiated activities for the curriculum showing use of UDL and other strategies; assessment information; and other products completed as part of the course.