EDUC 2301 Introduction to Special Populations

INSTRUCTOR CONTACT INFORMATION

Instructor: Danielle Grundy

Email: dngrundy@lit.edu

Office Hours: By appointment only

CREDIT

3 Semester Credit Hours (3 hours lecture)

MODE OF INSTRUCTION

Online

PREREQUISITE/COREQUISITE:

EDUC 1301, must be placed into college-level reading and writing.

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 P12 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.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to

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, and ethnicity) and how diversity impacts learning. 112

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.

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REQUIRED TEXTBOOK AND MATERIALS

There is no major text required for this course. You will need access to technology and have a background check completed before observing at schools.

ATTENDANCE POLICY
Attendance will be noted based on your submitting assignments weekly and interactions with Blackboard. You should access Blackboard at least twice a week, and ensure you read any and all announcements.

DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the Academic Calendar. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT
For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

COURSE CALENDAR **Due dates may be subject to change**

DATE	TOPIC **Notes are all taken as a participation grade and must be completed	READINGS (Due on this Date)	ASSIGNMENTS (Due on this Date)
Week One	-Orientation and syllabus -Background check and observations -What is Special -Education? Notes -APA Review -Professional Email Assignment		Due Date 8/23/23: -Background Check Due Date 8/27/23: -Couse Introductions -Orientation Quiz -What is Special Education -Netiquette Quiz -Professional Communication Quiz -Plagiarism Quiz
Week Two	-English as a Second Language (ESL) and English Language Learners (ELL)Notes		Due Date 9/3/23: -LRE Discussion Stay ahead: -Work on Final Project

	-Discussion Board Question (all inclusive or separation) Work on Final Project		
Week Three	-Response to Intervention (RTI) Notes -RTI Assignment -Work on Final Project		Due Date 9/10/23: -RTI Assignment Stay ahead: -Work on Final Project - Complete Observation Hours
Week Four	-Intellectual Disabilities Notes -IQ Discussion Board -Work on Final Project		Due Date 9/17/23: -IQ Discussion Stay ahead: -Work on Final Project - Complete Observation Hours
Week Five	-Learning Disabilities Notes -LD Lesson Plan- -Work on Final Project		Due Date 9/24/23: -Planning Assignment for Learning Disabilities Stay ahead: -Work on Final Project - Complete Observation Hours
Week Six	-Hearing, Vision, and Physical Impairment Notes) -Discussion Board -Work on Final Project		Due Date 10/1/23: -Visible Disabilities Discussion Stay ahead: -Work on Final Project - Complete Observation Hours
Week Seven	-BIPS and Functional Behavior Assessment Notes -Social Emotional Learning Notes -BIP Assignment -Work on Final Project		Due Date 10/8/23: -Planning Assignment for BIP Stay ahead: -Work on Final Project - Complete Observation Hours
Week Eight	-Midterm -Work on Final Project		Due Date 10/15/23: -One Slide -Mid-term Exam

			Stay ahead: -Work on Final Project - Complete Observation Hours
Week Nine	-Autism/Spectrum Notes -Spectrum Assignment -Work on Final Project		Due Date 10/22/23: -Autism Discussion Stay ahead: -Work on Final Project - Complete Observation Hours
Week Ten	-Communication Disorders/ADHD Notes -Communication Product		Due Date 10/29/23: -Planning Activity: ADHD Stay Ahead: -Work on Final Project - Complete Observation Hours
Week Eleven	-Special Education and the Law Notes -Discussion Board		Due Date 11/5/23: -Working with Parents Discussion Stay Ahead: -Work on Final Project - Complete Observation Hours
Week Twelve	-Transition Planning and IEP Notes -Transition Planning Assignment		Due Date 11/12/23: -Planning Assignment for Transition Planning Stay Ahead: -Work on Final Project - Complete Observation Hours
Week Thirteen	-Cultural Diversity and Universal Design Learning (UDL) Notes -Discussion Board		Due Date 11/19/23: -Cultural Diversity Discussion Stay Ahead: -Work on Final Project - Complete Observation Hours

Week Fourteen	-Learning Environments Notes -Work on Final Projects		Due Date 11/26/23: -Final Project -Observation Logs
Week Fifteen	Final Exam		Due Date 12/5/23: Final Exam

COURSE EVALUATION
Final grades will be calculated according to the following criteria:

Participation/ Discussion Board Questions	10%
Nearpod Notes/Online Activities	10%
Planning Assignments	20%
Field Experience	30%
Midterm	15%
Final Project	15%

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Total   **100%**

GRADE SCALE
- 90-100   A
- 80-89   B
- 70-79   C
- 60-0   F

LIT does not use +/- grading scales

Course Requirements

Field Observation: All students must successfully complete 16-hours of field experience to pass this course. Students will be assigned to a K-12 school, submit field observation reports, and pass a background check to participate in K-12 schools. Students must successfully pass a background check to complete the field observations.

Course Policies
1. Respect other students, faculty, staff of LIT, and all who you encounter during observations on Pre-K-12 campuses.
2. No food, drinks, or use of tobacco products in class.
3. Cell phones, headphones, and all other electronic devices must be turned off while in class and while observing
4. Belligerent, abusive, profane, threatening, and/or inappropriate behavior on the part of students is a violation of the LIT Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution.

5. Remember, you are not only representing LIT but yourself as a future employee when you visit campuses. Be sure to dress and act appropriately one other campuses. You must follow their dress codes and rules while on campus.

ACADEMIC DISHONESTY
Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty.

TECHNICAL REQUIREMENTS
The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at https://lit.edu/online-learning/online-learning-minimum-computer-requirements. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT
The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at Special Populations - Lamar Institute of Technology (lit.edu).

STUDENT CODE OF CONDUCT STATEMENT
It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH
LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and

information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION
Due dates are subject to change depending on any events which may occur.

I do not allow students to resubmit assignments.

I will usually respond quickest to email and typically within twenty-four hours to your email; the exception is if emails are sent after hours or on weekends.

Feedback
This course may incorporate essays, projects, discussions, quizzes, journals, and exams to evaluate student performance and to direct instruction. Due to the nature of the course, not every assignment will be fully graded and returned. Unless otherwise noted, students may expect to receive feedback on their assignments no later than 48 hours from the date of submission.

Special Populations: If a student requires accommodations while on LIT campus, they must contact Jarmarcus Corks in the Special Populations office in Student Services. If a dual credit student has accommodations through their school's special populations office, they must still contact LIT's Special Populations office at specialpopulations@lit.edu.

Electronics Policy: Students cannot use electronic devices such as cell phones, laptops, AirPods, or any other distracting devices in the classroom, *unless at my discretion*. If a student needs an electronic device for accommodations in class, they should contact the Special Populations office at LIT. Unless I allow students to use their devices, devices will stay in backpacks, not pockets, until the end of class.

Plagiarism/Cheating: Academic Dishonesty is a crime that Lamar Institute of Technology and I take seriously. Most colleges expel cheating students. Plagiarism includes, but is not limited to, the following:
• using the ideas and or words of another person, without giving that person appropriate credit,
• inaccurately paraphrasing and not giving that person appropriate credit,
• submitting a paper purchased in whole or in part from another person or other sources, including the internet,
• using undocumented Web sources
representing another's artistic or scholarly works as your own

Late Work: If a student turns in their work late, they will get a zero. Once an assignment is turned in late, it cannot be redone or resubmitted. It is important that students not get behind in a class. Typically, if a student gets in the habit of turning in all assignments within the first three weeks, they can build that habit for the rest of the class.

Make-Up Work: I can make accommodations on deadlines for extenuating circumstances (family emergencies, sickness, mental health, chronic health issues, etc.) However, communication is necessary in these circumstances. **I need to know at least three days before a**

deadline if a student cannot complete an assignment on time. If a student asks for more time on an assignment day it is due, it will not be granted.

Diversity and Inclusion: LIT wishes to create a safe and understanding environment for students of all genders, ethnicities, religions, sexualities, and backgrounds. Literature in particular is a landscape full of authors with various personalities and cultures. I personally embrace diversity of thought and opinions. In class discussions, I want to be sure that everyone has the chance to voice their thoughts on a matter without unnecessary judgment. However, slurs or jokes pointed at minority groups are unacceptable, even if the student is a member of that group. I expect all students to treat each other and themselves with respect in my classroom. Students will read works that are challenging and controversial in this class. Please ensure classroom conversation remains civil.

Recording Lectures: Students may not electronically record lectures and presentations without the express, written permission of the instructor. Most lecture content is based upon original, fixed works, and is therefore the intellectual property of the instructor, which is protected by state law. In the event that permission to record is granted, any and all course-related recordings are solely for the student's use, and may not be publicly played, broadcast, reproduced, transcribed, or distributed.