EDUC 2301_2A1_Introduction to Special Populations

INSTRUCTOR CONTACT INFORMATION

Instructor: Carolyn Heflin

Email: cheflin1@lit.edu

Office Phone: 409-257-0059

Office Location: LIT Building 2: Technology Center (TC), Second Floor

Office Hours: Tuesday & Wednesday 8:00-9:00
                     Monday-Thursday 12:00-2:00
                     Please schedule an appointment if outside these hours.

CREDIT
3 Semester Credit Hours (3 hours lecture)

MODE OF INSTRUCTION
Online

PREREQUISITE/COREQUISITE:
EDUC 1301, Introduction to Teaching Profession

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.
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.

REQUIRED TEXTBOOK AND MATERIALS
- Open Education Resource (OER) materials, professional articles and videos provided on Blackboard
- Computer
- Internet connection
- MS PowerPoint (students are provided with free Office 365 access)
- MS Word or compatible word processor (students are provided with free Office 365 access)
- MS Outlook Email (students are provided with free Office 365 access)

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

Module	Course Content and Activities	Assignments Due	Date Due
1: Historical Reflection of Special Education	Course Introductions Educate-able Video A Personal History of Special Education pdf	Module 1 Video Discussion Module 1 Article Discussion	January 26
2: Introduction to Special Education Today	Article & Videos	Module 2 Assessment Module 2 Discussion	February 2
3. IDEA Disability Category: Specific Learning Disability	Articles & Videos	Module 3 Assessment Module 3 Discussion Module 3 Observation	February 9
4. IDEA Disability Category: Speech or Language Impairment	Articles & Videos	Module 4 Assessment Module 4 Discussion Module 4 Observations	February 16

5. IDEA Disability Category: Other Health Impairment (Including ADHD)	Articles & Videos	Module 5 Assessment Module 5 Discussion Module 5 Observation	February 23
6. IDEA Disability Category: Autism	Articles & Videos	Module 6 Assessment Module 6 Discussion Module 6 Observation	March 2
7. IDEA Disability Category: Intellectual Disability	Articles & Videos	Module 7 Assessment Module 7 Discussion Module 7 Observation	March 9
8. IDEA Disability Category: Emotional Disturbance	Articles & Videos	Module 8 Assessment Module 8 Discussion Module 8 Observations	March 23
9. IDEA Disability Category: Developmental Delay	Articles & Videos	Module 9 Assessment Module 9 Discussion Module 9 Observation	March 30
10. IDEA Disability Category: Multiple Disabilities	Articles & Videos	Module 10 Assessment Module 10 Discussion Module 10 Observation	April 6
11. IDEA Disability Category: Hearing Impairment	Articles & Videos	Module 11 Assessment Module 11 Discussion Module 11 Observation	April 13
12 IDEA Disability Categories: Visual Impairment & Deaf-Blindness	Articles & Videos	Module 12 Assessment Module 12 Discussion Module 12 Observation	April 20
13. IDEA Disability Categories: Orthopedic Impairment	Articles & Videos	Module 13 Assessment Module 13 Discussion Module 13 Observation	April 27
14. IDEA Disability Category: Traumatic Brain Injury	Articles & Videos	Module 14 Assessment Module 14 Discussion Module 14 Observation	May 4

COURSE EVALUATION
Final grades will be calculated according to the following criteria:
Discussions 30%
Assessments 50%
Field Observation Capstone Project (Included in Discussion Assignments) 20%
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Total 100%

GRADE SCALE
90-100 A
80-89 B
70-79 C
69-60 D
59-0   F

 LIT does not use +/- grading scales

COURSE REQUIREMENTS

Field Observation Information: SPECIAL NOTE-VIDEO DISCUSSIONS FOR SPRING 2025 and NOT IN PERSON
1. All students must successfully complete 16-hours of field experience to pass this course.
2. Students must successfully pass a background check to complete the field observations.
3. Students will be assigned to a K-12 school and submit field observation reports.
4. While completing field observations, LIT students need to practice the following:
    a. Respect other students, faculty, staff of LIT, and all who you encounter during observations on P-12 campuses. Please see LIT student code of conduct and disciplinary policy.
    b. Follow P-12 campus rules in areas such as food/beverage, technology use and dress code.

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.

ARTIFICIAL INTELLIGENCE STATEMENT
Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

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.