Introduction to Special Populations (EDUC 2301)

Credit: 3 semester credit hours (3 hours lecture)

Prerequisite/Co-requisite: 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.
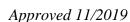
Required Textbook and Materials

Access to a working, reliable computer

Course Objectives

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.
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.

Approved 11/2019

Course Outline

I.   History of Special Education
II.   Classroom Environments
     A. Inclusive
     B. Self-contained
     C. Content Mastery
III.   Child Find
IV.   Response to Intervention
V.   IQ
     A. Intellectual Disabilities
     B. Giftedness
     C. Growth Mindset
VI.   Learning Disabilities
     A. Dyslexia
     B. Dysgraphia
     C. Dyscalculia
VII. Traumatic Brain Injury
VIII. Visible Disabilities
     A. Hearing
     B. Vision
     C. Physical
IX.   Emotional and Behavioral Disabilities
     A. Mania
     B. ODD
     C. Conduct Disorder
     D. Antisocial Personality Disorder
X.   Autism
XI.   Communication Disorders
XII. Other Health Impairments
XIII. IEP, ARD, 504
XIV. Cultural Diversity
     A. Racial
     B. Gender
     C. Socioeconomic
XV. Transition Planning

Important Notice: This course of study would not be appropriate for anyone who falls into the category as notes by the Texas Department of Family and Protective Services. "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony

against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."

Grade Scale

90 – 100	A
80 – 89	B
70 – 79	C
0 – 69	F

Course Evaluation

Final grades will be calculated according to the following criteria:

Discussion Boards/Daily Grades	10%
Planning Assignments	20%
Field Experience	30%
Midterm	10%
Final Project	20%
Final Exam	10%

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.

Attendance Policy

1. Roll will be taken daily.
2. If you are *more than fifteen minutes late,* you will NOT be counted present that day.
3. A *"leave-early"* is counted the same as an absence.
4. Failure to attend class will adversely impact your grade in this course. Exceptions can be made for extenuating circumstances, at the discretion of the instructor.
5. After 3 absences, attendance points drop 20 points for each day after.

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 or obtained in print upon request at the Student Services Office. Please note that the online version of the LIT Catalog and Student Handbook supersedes all other versions of the same document.

Course Policies

1. Respect other students, faculty and staff of LIT.

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.
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. Additional class policies as defined by the individual instructor.

Disabilities Statement

The Americans with Disabilities Act of 1992 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. Among other things, these statutes require that all students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodations for their disabilities. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409) 880-1737 or visit the office in the Cecil Beeson Building, Student Services.

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.