Introduction to Special Populations (EDUC 2301)

CREDIT
3 semester credit hours (3 hours lecture)

MODE OF INSTRUCTION

Online

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.

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.

INSTRUCTOR CONTACT INFORMATION

Instructor:	Tracy Spencer, PhD (I answer to Dr. Spencer or Doc.)
Email:	tlspencer@lit.edu
Office Phone:	409-880-8192
Office Location:	TC 116
Office Hours:	By Appointment Only

Approved: Initials/date

REQUIRED TEXTBOOK AND MATERIALS

Access to a working, reliable computer

ATTENDANCE POLICY
Students are expected to log in to Blackboard at least three times a week.

DROP POLICY
If you wish to drop a course, you are responsible for initiating and completing the drop process.
If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

COURSE CALENDAR

Week One
01/19 – Background Check for emailed to instructor/Remind App
01/20 – Course Intro Discussion Board Question/Orientation Quiz/What is Special Education?
01/22 – Netiquette Quiz/Professional Communication

Week Two
01/25 – Download Observation Booklet/Work on Final Project
01/29 – LRE Discussion Board Question

Week Three
02/01 – Work on Final Project
02/05 – RTI Assignment

Week Four
02/08 – Work on Final Project
02/12 – IQ Discussion Board Question

Week Five
02/15 – Work on Final Project
02/19 – Planning Assignment for LD

Week Six
02/22 – Work on Final Project
02/26 – Visual Disabilities Discussion Board Question

Week Seven
03/01 – Work on Final Project
03/05 – Planning for a BIP Assignment

Week Eight
03/08 – One Slide Assignment/ Work on Final Project
03/12 – Midterm Exam

Week Nine
03/22 – Work on Final Project
03/26 – Autism Discussion Board Question

Week Ten
03/29 – Work on Final Project
04/02 – Planning Assignment ADHD

Week Eleven
04/05 – Work on Final Project
04/09 – Working with Parents Discussion Board Question

Week Twelve
04/12 – Work on Final Project
04/16 – Transition Plan Assignment

Week Thirteen
04/19 – Cultural Sensitivity Discussion Board Question
04/23 – Work on Final Project

Week Fourteen
04/26 – Upload Final Project
04/30 – Upload Observation Logs

Week Fifteen
05/03 – Breathe
05/07 – Final Exam

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%

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

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

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.

Plagiarism: Just changing something to your own words does not mean you can skip citing a source. It is information you have known for years? Ask yourself if the typical second grader would also know that piece of information. If the answer is no, you need to find a source to cite. If you plagiarize, you will receive a zero for the assignment. Please, if you are unsure, ask me before you need to submit the assignment. (At least 48 hours before the due date) **Plagiarism may result in your expulsion from class with an F for your grade. At the very LEAST, it will result in a zero for the assignment.**

Late Work/Make-up Work: I do not recognize these animals in my kingdom.

How quickly are assignments graded in this class?

Usually, I grade and return assignments within two class days.

How do I know what grade I made on an assignment?

Assignments' grades may be accessed through My Grades in Blackboard. Each assignment shows your grade and any comments I make on your assignment.

Did you get my email?

I will respond within one business day. If I did not respond, I did not receive your message or I died.