

Brazosport College
DIVISION OF SOCIAL SCIENCES AND EDUCATION
EARLY CHILDHOOD DEVELOPMENT/EDUCATION DEPARTMENT
EDUC 2301 INTRO TO SPECIAL POPULATIONS
FALL 2023

Instructor Information:

- 1. Name of Instructor:** A. Montiel
2. Office Location: B-240
3. Office Telephone #: (979) 230-3536
4. FAX #: (979) 230-3465
5. E-mail Address: arlinda.montiel@brazosport.edu
6. Office Hours (on-campus & online): Monday & Wednesday 8:00 am-10:00 am (online);
10:00 am - 11:00 am; 12:00 pm – 1:15 pm; 3:00 pm – 3:45 pm;
7:00 pm – 8:00 pm
Tuesday & Thursday 8:00 am- 9:15 am; 1:00 pm – 3:45 pm;
7:00 pm – 8:00 pm (online)
and or by appointment.

Course Information:

- | | |
|-------------------------------------|--|
| 7. Course Name | Introduction to Special Populations |
| 8. Course Number and Section Number | EDUC 2301 |
| 9. Classroom Location | B251 |
| 10. Days and Time Class Meets | Monday and Wednesday 4:00 pm – 5:30 pm |

Catalog Course Description

This is 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; and provides students with opportunities to participate in early field observations of P-12 special populations. This course includes a 16-contact hour lab component with special populations in P-12 schools.

Prerequisite: EDUC 1301 Introduction to the Teaching Profession

Program Learning Outcomes

- Use technology to deliver effective instruction for all students.
- Examine relevant research and practices that support the effects of routines and procedures and how these routines and procedures promote effective classroom management.
- Examine activities and techniques that motivate and engage students in the learning process.
- Explore ethical guidelines for educators in Texas as described in the Code of Ethics and Standard Policies for Texas Educators.
- Analyze judicial and legislative actions, such as IDEA, that have established rights, opportunities and services for children with disabilities.
- Explore differentiated instruction based on the needs and characteristics of learners with special needs.

Course Learning Outcomes

- Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications
- Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.
- Describe the impact of socio-economic status on learning and creating equitable classrooms.
- Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

Course Learning Outcomes	Assessment
Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications	Website Presentation (80%)
Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.	Field Experience & Observations 100%
Describe the impact of socio-economic status on learning and creating equitable classrooms.	Website Presentation (80%)
Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.	Lesson Plan & Teaching Presentation Quality of production and application of technology (80%)

14. Course Requirements, Evaluation Methods, and Grading Criteria

Course Requirements:

- The student will be required to conduct and report on 30 hours of Field-based activities, 16 of which must be classroom observations in P-12 schools with special populations.
Students may be required to have a TB Test prior to Field-based activities.
NOTE: School districts may also require a name-based and or fingerprint background check.
- The student will be required to write and present a lesson plan with modifications and/or accommodations.
- The student will be required to use research techniques by reviewing scholarly journals.
- The student will be required to conduct an oral presentation and PowerPoint on an educational topic or E-portfolio.
- The student will be required to take a minimum of three exams and a final examination.
- The student will be required to complete class and group assignments.
- The student will be required to participate in class discussion.
- The student will be required to report on an assigned special population website.
- The student will be required to use technology to complete course requirements.

Evaluation Methods:

The students will be evaluated through a multifaceted approach consisting of objective and non-objective procedures that will address the course requirements listed above including but not limited to:

- Quality of production and application of technology.
- Quality of performance on Field-based activities.
- Quality of production of a School Board meeting report or school report.
- Quality of Philosophy of Education paper
- Quality of lesson plan and labs.
- Quality of research techniques.
- Quality of online participation.
- Quality of presentation on an educational research topic/lesson plan/portfolio.
- Quality of performance in examinations.

Grading Criteria:

A = 1000 – 900 points; **B** = 899 – 800; **C** = 799 – 700; **D** = 699 – 600; **F** = Below 599 points

15. Required Textbook & Resources: *Special Education in Contemporary Society: An Introduction to Exceptionality* 6th Edition by Richard M. Gargiulo ISBN: 978-1-5063-1070-1; USB drive.

- “Required course materials are available at the Brazosport College bookstore, on campus or online at <http://www.brazosport.edu/bookstore>. A student of this institution is not under any obligation to purchase a textbook from the college bookstore. The same textbook is/may also be available from an independent retailer, including an online retailer.”

Each Major Assignment and Examination (TENTATIVELY)

Grades are not negotiable and are based on the grades below and the guidelines on this document.

Assignments or Exam	Due Date	Points	Grade Earned (record grades)
Website Presentation	October 1, 2023	50	
Test 1 (There are no make-ups or retests)	September 27, 2023	40	
Test 2 (There are no make-ups or retests)	October 25, 2023	40	
Test 3 (There are no make-ups or retests)	November 29, 2023	40	
Legal Case Research	October 22, 2023	50	
School Research Report	November 19, 2023	50	
14 Hours Lab Activities	Weekly	200	
Lesson Plan Due 11/5 Teaching Presentation Week of 11/6, 11/8, 11/13 ***must attend all teaching presentations to receive credit.		150	
16 Hours Field Experience & Observations	December 6, 2023	280	
Final Exam	December 11, 2023	100	
Semester Grade		1000	

Assignment Policy:

Assignments are to be completed individually, unless specified otherwise. **Late assignments will not be accepted.**

Assignment Deadline:

All assignments will be due on the designed date before class or otherwise specified in D2L dropbox.

Class attendance & Participation:

Many of the concepts presented require online active participation, therefore attendance is mandatory. Attendance will be taken at the beginning of each class meeting. Students are responsible for all lectures, assignments, handouts, quizzes, and exams. Students arriving more than 15 minutes late will be counted as absent. Students leaving before class is dismissed (unless prior arrangements have been made with the instructor) will also be counted as absent. Students may be withdrawn for excessive absences (3 or more).

Exams/Quizzes:

Exams/quizzes will be administered on the designated date. Scantron will be provided to you. **There are no make-up exams/quizzes or retakes.**

Title IX Statement:

Brazosport College faculty and staff are committed to supporting students and upholding the College District's non-discrimination policy. Under Title IX and Brazosport College's policy FFDA (Local), discrimination based on sex, gender, sexual orientation, gender identity, and gender expression is prohibited. If students experience an incident of discrimination, sexual harassment, or sexual misconduct, they are encouraged to report it.

If a faculty or staff member "is informed of a student's pregnancy or related condition" by the student or "a person who has a legal right to act on behalf of the student," the employee must "promptly" tell the student or representative how to notify the Title IX Coordinator of the student's pregnancy or related conditions and must provide the Title IX Coordinator's contact information to the student or representative, unless the employee "reasonably believes" the Title IX Coordinator already knows.

While students may talk to a faculty or staff member at BC, please understand that they are "Responsible Employees" and must report what is told to them to college officials. Students can also contact the Title IX Coordinators directly by using the contact information below. Additional information is found on the Sexual Misconduct webpage at www.brazosport.edu/sexualmisconduct.

Alex Crouse, Director of Student Life and Deputy Title IX Coordinator
979-230-3355; alex.crouse@brazosport.edu

Mareille Rolon, HR Coordinator and Deputy Title IX Coordinator
979-230-3303; mareille.rolon@brazosport.edu

Academic Dishonesty:

Brazosport College assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work presented by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the Brazosport College Student Guide for more information. This is available online at <http://www.brazosport.edu>.

Academic dishonesty violates both the policies of this course and the Student Code of Conduct. In this class, any occurrence of academic dishonesty will be referred to the Dean of Student Services for prompt adjudication, and may, at a minimum, result in an "F" in this course. Sanctions may be imposed beyond your grade in this course by the Dean of Student Services.

Student with Disabilities:

Brazosport College is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor at (979)230-3236 for further information.

AI

AI is a significant aspect of being a student today. This statement discusses how and when you CAN use AI to promote your learning and when you CANNOT.

There are numerous on-line programs that can generate written products. Among these are ChatGPT, Jasper AI, All Content Writer, and Sudowrite among many more (with more becoming available constantly and those now available constantly improving their abilities). Collectively, these programs are often referred to simply as AI (for Artificial Intelligence) in the academic realm.

AI is a tool and like any tool it can be used beneficially, and it can also be misused.

So much depends upon what you are using it for. **For this reason, AI is not permitted to use in this course. Assignments will be linked to Turn it in to prevent plagiarism.** Students who are in violation, will be referred to the Dean of Student Services.

Emergencies:

Brazosport College is committed to the health and safety of all students, staff, and faculty and adheres to all federal and state guidelines. The College intends to stay open for the duration of the semester and provide access to classes and support services on campus in the safest way possible. The College will also comply with lawful orders given by applicable authorities, including the Governor of Texas, up to and including campus closure. It is possible that on campus activities may be moved online and/or postpone if such orders are given. In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to change when required by revised course delivery, semester calendar or other circumstances. You should refer to D2L for any updates and campus information. Students are also encouraged to continue the readings and other assignments as outlined on this syllabus.

General description of each lecture or discussion (TENTATIVE Topic Outline)

Week	Topics/Reading Assignments Activities	Special Ed (EC-12) & *PPR Standards
Week 1	Chapter 1: Special Education in Context: People, Concepts, and Perspectives Texas and CEC Code of Ethics Syllabus, Field Experience (FE) Guidelines, Reflection Guidelines, Code of Ethics and Philosophy of Education, Certification/Degree plan, TExES, PPR standards; EP Introductions	1.1-1.3, 5.1, 2.2, 2.2, 2.4, 2.5, 3.6, 5.1 *4.8, 4.13-16
Week 2	Chapter 2: Policies, Practices, and Programs Discussion: Legislation affecting Special Ed., Process of Special Education/IEPs, Lesson Plans for Special Populations, Modifications & Accommodations	1.6-1.9, 2.3, 5.1, 5.4, 6.1-6.9, 8.1, 10.9 *4.13-16
Week 3	Chapter 3: Cultural and Linguistic Diversity and Exceptionality Discussion: Cultural diversity and Special Ed.	1.6, 3.1-3.4, 4.11 *1.3-1.6, 4.1-4.2
Week 4	Chapter 4: Parents, Families, and Exceptionality Discussion: Effects of disability on the family, myths, responsibilities.	2.3, *3.7
Week 5	Chapter 5: Assistive Technology Discussion: Affects of technology	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3
Week 6	Chapter 6: Individuals with Intellectual Disability LD Discussion	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3
Week 7	Chapter 7: Individuals with Learning Disabilities LD Discussion	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3
Week 8	Chapter 8: Individuals with Attention Deficit Hyperactivity Disorder ADHD Discussion	1.4-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3

Week 9	Chapter 9: Individuals with Emotional or Behavioral Disorders EBD Discussion	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3
Week 10	Chapter 10: Individuals with Autism Spectrum Disorders Autism Discussion	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3
Week 11	Chapter 11: Individuals with Speech and Language Impairments Speech and Language Impairments Discussion	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, *1.1-1.3
Week 12	Chapter 12: Individuals with Hearing Impairments Chapter 13: Individuals with Visual Impairments Hearing Impairments Discussion, Visual Impairments Discussion	1.5-18, 4.1-4.13, 5.4, 6.5-6.8, 7.11, *1.1-1.3
Week 13	Lesson Plan Presentations	
Week 14	Chapter 14: Individuals with Physical Disabilities, Health Disabilities, and Related Low-Incidence Disabilities Discussion	1.5-18, 4.1-4.15, 5.4, 6.5-6.8, 7.7, 1.1-1.3 1.5-18, 4.1-4.15, 5.4, 6.5-6.8, 7.7, *1.1-1.3
Week 15	Chapter 15: Individuals Who Are Gifted and Talented GT Discussion	6.8, 7.7, 1.1-1.3 1.5-18, 4.1-4.15, 5.4, 6.5-6.8, 7.7, *1.1-1.3
Week 16	Final Exam	