



EDUCATION 2301 Hybrid Course Syllabus: SPRING 2019

"Northeast Texas Community College exists to provide responsible, exemplary learning opportunities."

Judy Hamilton

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
		5:00-6:00 PM				

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Course Description: Introduction to Special Populations is an enriched integrated pre-service course and content experience that provides an overview of schooling and classrooms. The perspectives of language, gender, socioeconomic status, ethnicity, academic diversity and equity are addressed with emphasis on factors that facilitate learning within regular education environment. Off-campus field experiences are planned to enhance learning.

Upon completion of this course you will be able to 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, ethnicity) and how diversity impacts learning; describe the impact of socio-economic status on learning and creating equitable classrooms; and demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

The course is comprised of an in-depth study of various exceptional populations and requires active participation in class activities. There are 16 additional hours of field-based experience with special populations in P-12 schools with emphasis on observation of classrooms including students with disabilities.

Prerequisite

EDUCATION 1301: Introduction to the Teaching Profession.

Required Textbook(s):

Special Education in Contemporary Society, 6th Edition, Sage Publishing by Gargiulo and Bouck.

The e-textbook and accompanying materials serve as the basis for this course and contain required reading and activities. The text will also function as a reference resource. Students may elect to purchase the hard copy as well.

Publisher: Sage Publications

ISBN Number: 9781506310701

Student Learning Outcomes:

After studying the material presented in the text, class discussions and course activities, the learner should be able complete all learning objectives listed below.

1. Describe special education and inclusive schooling.
2. Define various learning disabilities, communication disorders, pervasive developmental disorders, developmental disabilities, visual impairments, physical disabilities, health impairments, and other exceptional learners.
3. Identify techniques for teaching culturally and linguistically diverse students.
4. Identify techniques for teaching at-risk and gifted and talented students.
5. Describe the characteristics of a variety of exceptional learners and learners of other special populations.
6. Describe how exceptional learners are identified and assessed.
7. Identify instructional techniques and accommodations for exceptional learners.
8. Describe planning and grouping strategies for exceptional learners.
9. Identify techniques to manage student behavior and promote social acceptance of all learners.
10. Identify TExES Special Education Supplemental Standards (163) and TExES Pedagogy & Professional Responsibilities Standards (160).

Course Objectives:

Weekly objectives for each chapter are posted in weekly modules.

Lectures & Discussions:

Blended face to face and online delivery.

Evaluation/Assignments/Exams/Grading Policy:

Education 2301 Assignments/Hybrid

Assignment Category	Number of Assignments	Percentage of Grade Per Assignment	Total Percentage of Grade Per Category
Syllabus Quiz	1	1%	1%
Weekly on Campus			
1. Warm-up Discussion Board	18	1%	18%
2. Group Assignment			
3. Reflection			
Weekly Online	28	1%	28%
1. Warm-up Discussion Board			
2. Video Discussion Board			
3. Chapter Quiz			
4. Reflection			
Observation Write-Up	2	10%	20%
1. Observation 1 (8 hr.)			
2. Observation 2 (8 hr.)			
Lesson Presentation	1	10%	10%
Exams			
Midterm	2	10%	20%
Comprehensive Final			
Portfolio	1	3%	3%

Total **100%.**

Weekly Assignments

The weekly assignments count more than half your grade and are due on Sunday evening. Late work is penalized and work more than a week late is not accepted under ordinary circumstances. Should a serious situation (serious illness, death in the family, etc.) arise, contact the instructor within the week to discuss the situation.

On weeks the class meets on campus there are three graded assignments:

1. Warm up discussion board to be completed before class.
2. Group assignment completed in class
3. Chapter reflection to be completed after class.

On weeks the class meets online there are 4 graded assignments:

1. Warm up discussion board to be completed before class.

2. Video discussion board
3. Chapter quiz
4. Chapter reflection

The Warm-up discussion should be completed after surveying the chapter and viewing the video in found in the Warm-up folder. Posts should reflect a basic understanding of the chapter topic.

Attendance in class is required for group assignment credit. You may be excused for missing one group assignment. After one absence from class on campus, you will receive a zero for group assignments.

On weeks we meet online, attendance in the online class is mandatory. Assignments to be completed after online class meetings include the video discussion board with an initial response and two responses to peers, the chapter quiz, and the reflection.

After viewing the video, the initial entry on the discussion board should be completed by Friday evening. The initial entry should be an in-depth discussion based on the prompt. By Sunday evening, respond to two classmates. You must respond to two classmates to receive a grade. No partial credit is given for an initial response only

The reflection should be completed using word, 12-point Calibri font, doubled spaced. A template is provided for both the chapter assignment and the chapter reflection and must be used. Access the template by clicking on the link found with the assignment. You must use Word. Word is available at no cost to NTCC students.

The reflection is a 200 to 300-word essay based on the prompt. Be sure to address the prompt. A template is provided. The template is set up in the required font and form. You must use the template. Assignments not completed on the template will not be graded and a zero will be recorded. Access the template by clicking on the link.

Grammar, punctuation, and spelling count for all assignments. Errors will lower your grade.

Observation Write-Ups for Field Based Experience

A 16-hour off-campus field-based experience is required for this course. Two summary papers and time logs are required. All documentation of the field- based experience must be completed for course credit. Documentation papers and guidelines may be found in the Field-Based Experience folder posted on the homepage.

Observations must be made in public schools.

*Students are required to establish ALL contacts with the school district of choice and make ALL subsequent arrangements regarding their field experience. Students should **NOT** select a campus where they attended or where their child is currently attending.

Observations should be scheduled through the school administrator. If you are employed in a school, you may observe in the school you work in, but not in the classroom or students you are assigned to.

You are to observe the classroom, teacher, and students. You are not to interact with students or assist the teacher in instruction.

A letter or introduction is included in the observation folder as well as documents for the observations.

16 hours of observation in a public-school classroom are required. Observe 8 hours in one classroom with one teacher, and 8 hours in a different classroom with a different teacher.

Observations may be done in general education (inclusion) or special education classrooms. If you observe in a general education (inclusion) classroom, students with disabilities must be in the classroom and you are to note how the teacher meets the varying needs of all students. However, because of confidentiality issues, the particular students with disabilities will not be revealed to you.

The 8-hour observations may be completed in one day, or in several shorter sessions. If you choose to do all 8 hours in one day, you may count time in the lunchroom, recess, etc.

After the first 8 hours, you will do a summary paper, using the template provided. It should be double-spaced, 12-point Calibri font, in paragraph form. You must use the template. Assignments not completed on the template will not be graded and a zero will be recorded. Access the template by clicking on the link.

After the second 8 hours, you will do a second summary paper using the same format. Remember that it must be with a different teacher in a different classroom.

Grammar, punctuation, and spelling count. Errors will lower your grade.

See the calendar for due dates.

Lesson Presentation

The lesson presentation is a capstone assignment designed as a practical application of the concepts you have learned through the coursework and is a major part, 12%, of your grade.

A Lesson Presentation folder on the homepage contains further information about the presentation.

The oral lesson presentation is made in the evening on campus at the end of the semester. Dates are assigned several weeks before the presentation.

The oral lesson presentation is a 10 to 15-minute mini-lesson taught on campus to your classmates, as if they were students in classroom at the grade level of the lesson. There is also a write-up on a template found in the Lesson Presentation folder on the homepage.

The mini-lesson may be at any grade level.

The mini-lesson must be tied to the state standards.

The mini-lesson is based on a direct instructional, 5-step model.

You must use the template for the Lesson Presentation. Assignments not completed on the template will not be graded and a zero will be recorded. Access the template by clicking on the link.

Grammar, punctuation, and spelling count. Errors will lower your grade.

Portfolio

The portfolio is a showcase of work that you have completed in the course.

The portfolio must contain the following items- your vision and mission statement and your lesson presentation write-up.

All work should be corrected with no errors in grammar, punctuation, and spelling.

Student Responsibilities/Expectations

Online students should begin chapter work promptly on the assigned day.

Course email should be checked several times per week, preferably daily, for course updates or changes.

Expect to spend 4 to 6 hours per week on weekly assignments.

Work is to be completed by the due date posted on the calendar. Work is accepted for partial credit up to one week after the due date. Assignments become unavailable and work is not accepted more than one after the due date.

It is the student's responsibility to actively participate in class activities and discussions in order to get maximum benefit from the course.

Professional dress and conduct are mandatory for field-based experiences and on campus presentations.

Maintaining confidentiality is important when observing in classrooms during the field-based experience. Details of the experience should be discussed only in the context of the course.

It is the student's responsibility to comply with all NTCC academic honesty policies and to maintain honesty and integrity in all academic pursuits.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions

about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics:

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to arrange an appointment with a College counselor, Kat Belew, to obtain a Request for Accommodations form. For more information, please refer to the NTCC Catalog or Student Handbook.

Family Educational Rights And Privacy Act (Ferpa):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

type evaluation/grading policies here

Tests/Exams:

type test/exam information here

Assignments:

type assignments here

Student Responsibilities/Expectations:

type student attendance policies, etc here

Type or insert other important components of your syllabus here: For example: Supplies or Calendar

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