

# Course Syllabus Education 2301

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**Department** : Education

**Course Title** : Intro to Special Populations

**Section Name** : EDUC\_2301



## Instructor Information

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**Name** : Dr. Tina Caro “Dr. C”

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**OC Phone #** : (432) 335-6614 **Cell #** 432-853-2500 please text me)

### Course Description

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Office is located in Wilkerson Hall 203

#### Office Hours:

Mon. and Wed. 11:00 a.m.-1:30 P.M.

Tue and Thu 8:30 A.M.- 9:30 A.M.

Fri 11:00 A.M.- 12:00 P.M.

EDUC 2301 Introduction to Special Populations

An enriched, integrated pre-service course and content experience that:

- 1) 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;

2) provides students with opportunities to participate in early field observations of P-12

special populations;

3) is aligned with State Board for Educator Certification Pedagogy and

Professional Responsibilities standards;

4) includes a minimum of 16 contact hours of field experience in P-12 classrooms with

special populations; and

### **Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

#### **Reasonable Expectations of Engagement for Instructors**

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - post grades for discussion postings within one week of the discussion thread closing.
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### **Reasonable Expectations of Engagement for Students**

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
  - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,

- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
    - getting “kicked off” of the system during tests or quizzes;
    - having trouble submitting assignments; and
    - dealing with a traumatic personal event.
  3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
    - seek out help from my instructor and/or from tutors;
    - ask questions if I don’t understand; and,
    - access my course several times during the week to keep up with assignments and announcements.

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

#### Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

#### Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

Student Evaluations for Faculty

Nov. 26, 2012

## **Prerequisites**

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1301 Education Class

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ICO's  
1, 3

## **Course Objectives**

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To provide an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity through:

Participation in field observations of special populations

Analysis of current educational trends, issues, and topics related to special populations

Application of the Pedagogy and Professional Responsibilities Standards to the field observations

### **Student Learning Outcomes:**

Discuss the Pedagogy and Professional Responsibility Standards as applicable to the 16 hours field experience

Explain major political economic, legal and social issues affecting the education of students identified in special populations

Discuss major educational trends related to special education, bilingual education, gifted and talented, and at risk students

Formulate and describe a personal philosophy of education as it related to special populations

### **Required Readings/Materials**

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a) **You must purchase the following *required* readings/materials:**

Lewis, R. B., & Doorlag, D. H. (2006). Teaching Special Students in General Education Classrooms (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Pelzer, D. (1995). A Child Called "IT": One Child's Courage to Survive. Deerfield Beach, FL: Health Communications, Inc.

### **Course Requirements (Lectures, Assignments and Assessments)**

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#### **Lectures**

- Success for all Students in the General Education Classroom
- Collaboration and the Team Approach
- Diversity in Today's Classroom
- Adapting Instruction
- Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorders
- Teaching Students with Intellectual Disabilities
- Teaching Students with Behavioral Disorders
- Teaching Students with Autism Spectrum Disorders
- Teaching Students with Physical and health Impairments
- Teaching Students Who are Gifted and Talented
- Teaching English Learners

#### **Assignments:**

All Assignments must be turned in on blackboard

Exams: Exam #1 Chapters 1, 2, 4, 5, Exam #2 Chapters 10-11, Exam #3 Chapters 12, 14,  
Exam#4 Chapters 15, 17, 18,

Final Project

Final Exam

**Grading Policy** Each week, I will provide grades or scores and comments on assignments within 6 days of when they were submitted. After I send feedback each week, I will post a notification in the **Main** forum. Late assignments receive a 10% deduction for each day they are late if assignments are not posted by 11:59 p.m. central on the day they are due. Assignments more than 5 days late will not be accepted. Technological issues will not be considered as valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor.

Percentage %	Grade
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

**Special Needs** Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

**Learning Resource Center (Library)** The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the ["Ask a Librarian"](#) service provide additional help. **Student E-mail** Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>.

**All assignments or correspondence will be submitted using your Odessa College email. Student Portal** Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>.

**All assignments or correspondence will be submitted using your Odessa College email.**

**Technical Support** For Blackboard username and password help and for help accessing your online course availability abd student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm).

**Important School Policies** For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#)

### **Need Extra Help**

The Odessa College Student Success Coaches will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.