

EDUC 2301: Introduction to Special Populations
Midland College Fall/Spring

AH01 (Tues 12:30 – 1:50 pm) and AH02 (T 5:30-8:15 pm)

Refer to Course Schedule for class dates

Instructor Information:

Instructor: Denise McKown Ed.D.

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sbritton@midland.edu

Office Location: HLG West 206A

HLG West 205

Office and Lab Hours:

Pre-requisite:

EDUC 1301 Introduction to the Teaching Profession

If you have not completed this course, you must have the permission of both the Director of the AAT Program and the instructor to enroll in this course.

Course Description:

An enriched integrated pre-service course 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. Content is aligned with State Board for Educator Certification Pedagogy and Professional Responsibilities standards and includes 3 contact hours of field experience.

The purpose of this course is to introduce future teachers to the diversity of students attending schools in our democratic society. Awareness of the diversity among students and competencies teachers must possess to ensure that learning occurs for all will be emphasized.

Transferability of Education Courses to Universities:

EDUC 1301 and EDUC 2301 are pivotal courses around which the Associate of Arts in Teaching (AAT) degree is designed. These courses provide basic information about public school teaching along with opportunities for early field experiences for the potential future teacher. The AAT degree will transfer as a whole to State institutions by virtue of State Law and THECB regulation. These courses are designed to be a part of the AAT and may have limited transferability to a four-year university on their own. A student should consult with a degree advisor from the university to which she/he intends to transfer to ensure transfer credit for these courses. [Associate of Arts in Teaching Explanation from the thecb](#)

NOTE: When you inquire about transferability, ask “How do these courses **apply** to my degree?” Many times, universities will say courses “transfer” but what they really mean is they do not “apply.”

Plan to meet with me to discuss your degree plan and make sure that you are on track and taking courses that will transfer.

*****Notice Statement for Online Students*****

Students enrolled in online courses **MUST** log in and actively participate by completing academic assignments required by the instructor by the official census date. **Students who log in but do not actively participate in an academically-related activity will be reported as Never Attended and dropped from the course.**

If you have questions or need assistance with addressing these requirements, please contact sgray@midland.edu

Assessment and Measurement

Course Learning Outcomes:

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; and
- application of the Pedagogy and Professional Responsibilities Standards to the field observations.

STUDENT LEARNING OUTCOMES: At the conclusion of this course, the student should be able to:

- Assess interest in special populations;
- Synthesize EDUC 1301 Pedagogy and Professional Responsibilities Standards experiences in EDUC 2301 experiences applicable to the 30-hour field experience through course assignments;
- Research and interpret major political (NCLB), economic (AEIS), legal (ADA), and social issues (mainstreaming/inclusion) affecting the education of students identified in special populations;
- Design lesson instruction based on major education trends related to special education, English Language Learners, gifted and talented, and “at-risk” students;
- Distinguish and differentiate among types of diversity in the classroom and
- Formulate a reflective personal philosophy of education in relation to special populations.

Required Instructional Materials: Texts, Materials and Supplies

- Rutherford, Paula *Meeting the Needs of Diverse Learners* ©2010
ISBN 978-0-9797280-4-4
- Schurr, *Curriculum + Project Planner*
- 2 flash drives (one to turn in at the end of the semester with your ePortfolio and files and one for your personal use)

- Internet access, preferably high speed broadband
- Ability to create documents (.doc and docx) files, powerpoint (ppt)

Online access: TExES Preparation Manuals: [Certification Preparation Materials](#)

- 100 Pedagogy and Professional Responsibilities EC-6
- 110 Pedagogy and Professional Responsibilities 4-8
- 130 Pedagogy and Professional Responsibilities 8-12
- 160 Pedagogy and Professional Responsibilities EC-12

Other Resources:

- [State Board of Educator Certification](#)
- Requirements for the Associate of Arts in Teaching degree: [Texas Higher Education Coordinating Board](#)
- APA format for written work: [APA format](#)
- TEKS/PKCG: [Texas Essential Knowledge and Skills](#)

Student Responsibilities:

- **All students must successfully complete a 30-hour field experience to pass this course.**
- **Attend class regularly and participate in class discussion**
- Login to the online course component and complete assignments as directed.
- **Plan to spend 6 – 9 hours per week working on assignments. This is a hybrid course, meaning that you will be expected to complete all reading assignments (Canvas modules) outside of class and prior to the class date where we will be discussing the module.**
- Complete all projects and assignments by the specified due dates.
- Contact the instructor in the event of an emergency.

Follow guidelines pertaining to standards of Scholastic Dishonesty and Academic Misconduct as stated in the 2019-2020 Midland College Catalog & Handbook, [Student Responsibilities](#) section.

Assignment Format: Any assignment submitted via the Canvas assignments tool or as an attachment will need to be in either a.docx or .doc format, unless otherwise specified. **The student is responsible for ensuring that any assignment submitted is compatible and capable of being read in Canvas or with MS Word 2007 or later.** Assignments which cannot be opened or are “unreadable” will not be accepted and will receive a grade of “0”.

[Learner Interaction and Engagement](#)

You must successfully complete the mandatory 30-hour field experience

Component to pass this course. **Failure to complete the 30-hour field experience will result in failure of the course --- Regardless of your coursework grade.** Refer to the FEX manual for all requirements for field experiences.

Successful completion of the field experience includes:

- 24 hours of documented observation in the **special populations** classrooms **across the range of grade levels (K – 12); 6 hours of volunteer with special needs in K-12**
- Submission of **detailed** observation reports addressing the required components
- Submission of the **original** field experience summary log **signed by the classroom instructors**
- **Submission of original classroom observation notes with visitor badges affixed to the notes**

State law requires a background check for all individuals who work, volunteer, or have contact with children in a public school. You must complete and return the required school district forms granting permission for a criminal history background check. You will not be able to schedule your field experience observations until all paperwork is submitted and the background check is completed.

Once you are approved to observe in the schools, you are responsible for scheduling appointments to observe in approved classrooms. You may only schedule observations in the assigned classroom or with permission from the instructor. You will be required to wear a Midland College ID when visiting MISD schools and follow all school district regulations and guidelines.

Observation Requirements:

For successful completion of the field experience, students must observe a minimum of 6 hours in each of the following instructional settings:

- *special education,*
- *bilingual/ESL,*
- *gifted and talented, and*
- *classrooms designed to facilitate students considered “at-risk”*

- *across the following grade levels:*

- *elementary (K-6)*
- *middle (7 – 8)*
- *high school (9 – 12).*
- You will need to have a balance of your observation time for each of the special populations across all grade levels, e.g. special education (2 hours/elementary level, 2 hours middle school level, and 2 hours high school).

Elementary	Middle School	High School
Special education (2)	Special education (2)	Special education (2)
ELL (2)	ELL (2)	ELL (2)
Gifted and Talented (2)	Gifted and Talented (2)	Gifted and Talented (2)
At Risk (2)	At Risk (2)	At Risk (2)

- The remaining 6 hours will be your choice of grade level and special population. **These hours can be tutorials at a campus, High Sky Children’s Ranch, Boys and Girls Club, SHARE, Junior Achievement or other opportunities pre-approved by the instructor.**

Grade Distribution Summary:

A 90 – 100%	950-847	A 90 – 100%
B 80 – 89%	846-752	B 80 – 89%
C 70 – 79%	751-657	C 70 – 79%
D 60 – 69%	656-562	D 60 – 69%
F 59% and below	561 and below	F 59% and below

COURSE EVALUATION SUMMARY

Assignment	Explanation	Points	Objectives
Updated Philosophy of Education	Update your philosophy of education based on new learning about special populations	50 pts	Increased understanding of personal responsibility for special populations
Resume	Create a basic resume to highlight your education and work experience	100 pts	Increased understanding of personal responsibility for special populations
Reflective Journal	There will be one reflective writing per module that will be included in your ePortfolio.	Completion grade and added to ePortfolio	Apply the Pedagogy and Professional Responsibilities (PPR) Standards to new learning.
Scholar's Vocabulary	There will be one Scholar's Vocabulary per module that will be included in your ePortfolio.	Completion grade and added to ePortfolio	Apply the Pedagogy and Professional Responsibilities (PPR) Standards to new learning.
Lesson Plan	Madeline Hunter format lesson plan that includes DI and UDL	100 pts	Demonstrate PPR, curricular and instructional knowledge
Tiered Assignment	3 level/4 activity tiered assignment utilizing enrichment	100 pts	Demonstrate PPR, curricular and

Assignment	Explanation	Points	Objectives
	and modifications for designed lesson plan		instructional knowledge
PPR Charts	Connect understanding from competencies to each special population	25pts/area = 100 pts	Demonstrate PPR, curricular and instructional knowledge
Disability Topic	Research topic for a specific disability	100 pts	Demonstrate PPR, curricular and instructional knowledge
Accountability Report	Analysis of a campus' TAPR and determination of factors influencing data	100 pts	Demonstrate PPR, curricular and instructional knowledge
30 Classroom Observations/ original signature log, field notes, visitor badges/stickers and final reports: 4 reflections + e Portfolio	observations, notes, FEX reflections + LOG	25pts/special population = 100 pts	Apply the Pedagogy and Professional Responsibilities (PPR) Standards to the mandatory 30-hours of field observations
ePortfolio	Updated ePortfolio.	100 PTS	Demonstrate PPR, curricular and instructional knowledge
Attendance*		100 PTS	
TOTAL		950 PTS possible	

*- 10 points/absence (AH01) *-20 points/absence AH02

My intent is to complete grading within 7 days of assignments' due dates, however if anyone has not completed their assignments, I will postpone grading **until** MOST students have submitted. It is also sometimes not possible to complete grading within 7 days due to the volume of assignments in this course or my administrative workload. I will do my best to return assignments as quickly as possible. Please be sure to read all comments included with your grade to aid you in improving future assignments. When responding to comments in your graded assignments, please message me through Canvas messaging, not through the assignment.

Course Technology:

Adhering to the State of Texas Standards for Texas Teachers, this course will emphasize “Technology Applications Standards I-IV. The applicable web site for these standards is

[Educator Standards for Technology Applications](#)

Standards can be found to prepare educators in the areas of [Technology Applications \(All Beginning Teachers\)](#), [Technology Applications \(EC-Grade 12\)](#), [Technology Applications \(8-12\)](#), [Computer Science \(Grades 8-12\)](#), and [Master Technology Teacher](#).

Minimum Technical Skills: To successfully complete the online component of this course, students must be able to log in and use the Canvas Learning Management System, navigate and search the internet, use email, use video and audio features, attach and upload documents, download and save files, and have access to and use Microsoft Word and PowerPoint.

Netiquette: [Core Rules of Netiquette](#)

CANVAS:

Online courses at Midland College are delivered utilizing the Canvas Learning Management System. Click here to learn about the [computer system requirements](#) for Canvas. The following browsers are recommended for use with Canvas. You can click to download and install if needed. Avoid using Internet Explorer with Canvas.

[Firefox](#) [Google Chrome](#) [Apple Safari](#)

Required Plug-ins:

To use all the features of Canvas, it's required that you download the plug-ins necessary for your computer. If you just downloaded a new browser, you don't need to worry about this, because the internet browser is up to date. If you already have one of the recommended browsers, it would be a good idea to make sure everything is current. Below is a list of plug-ins that you need.

		
Adobe Flash	Adobe Reader	Java

- *Adobe Flash:* The majority of the web videos will be in flash.
- *Adobe Reader:* Usually required to read PDF files.
- *Java:* A free program that makes it possible for many communication features to work effectively. For example, Chat applets work on the Java platform. Without Java, Chat applications will not work in Canvas.
- **Other:**
- Other downloads/players may be required in order to access resources or media content. These include:
- [Microsoft PowerPoint Viewer](#) – Allows you to open, view, and print PowerPoint presentations.
- [Windows Media Player](#) – Allows you to access the video content.

- [Quicktime Player](#) – Allows you to access video content.

[Class Meetings and Zoom](#)

While this class is hybrid, it is also offered in Live online format. Please check with your instructor regarding the Live Online format.

Non-Discrimination Statement

Midland College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following individual has been designated to handle inquiries regarding the non-discrimination policies:

Tana Baker Title IX Coordinator/Compliance Officer 3600 N. Garfield, SSC 131 Midland, Texas 79705 (432) 685-4781 tbaker@midland.edu

For further information on notice of non-discrimination, visit the ED.gov Office of Civil Rights website, or call 1 (800) 421-3481.

Americans with Disabilities Act (ADA) Statement:

Midland College provides services for students with disabilities through Student Services. In order to receive accommodations, students must visit www.midland.edu/accommodation and complete the Application for Accommodation Services located under the Apply for Accommodations tab. Services or accommodations are not automatic, each student must apply and be approved to receive them. All documentation submitted will be reviewed and a “Notice of Accommodations” letter will be sent to instructors outlining any reasonable accommodations.

[Scholastic Dishonesty and Academic Misconduct:](#)

Students are expected to maintain high academic standards, including student responsibility for original work. Students will be held accountable for scholastic dishonesty and academic misconduct. Information on dishonest acts including plagiarism, cheating, and fraud, can be found in the 2017-2018 MC Catalog & Handbook, [Scholastic Dishonesty and Academic Misconduct](#) section.

The instructor has the right to enforce any one of the following penalties for scholastic dishonesty:

1. Failure of the assignment;
2. Failure of the course;

Recommendation for disciplinary action, including institutional suspension or dismissal.

[Student Authentication in Online Courses:](#)

Midland College is required to have measures in place to address student authentication in online courses. This means that Midland College must implement measures to ensure that the person who enrolls in an online course is the same person who is logging in and submitting the work. Midland College utilizes multiple strategies to identify and deter acts of academic dishonesty and fraud. These include:

1. A secure login and pass code. You are assigned a unique username and password to access the College's learning management system (Canvas). This login information should not be shared with anyone except appropriate Midland College personnel who have a legitimate reason to request this information.
2. Proctored examinations. In this course you have 1 required proctored exam—the final. You will be required to attend class on campus to take the final or make arrangements to take it at an approved testing facility.

Use of technology to verify student identification.

Late Work/Extra Credit Policy:

Education courses are designed to help students develop several teacher characteristics pertinent to becoming successful classroom teachers. Among those characteristics are punctuality, timeliness, preciseness, goal-orientation, and responsibility. In order to help you develop a sense of urgency about work which must be done, please be aware that I do not offer extra credit. Occasionally, if a student does not understand an assignment (after an initial submission) I will ask the student to do the assignment over. My philosophy regarding extra work is this: "If you cannot do the original work assigned in a timely fashion, you cannot do *more*." Similarly, students who procrastinate in the academic environment often find themselves in situations where they cannot catch up. Working with your professor in these events in a timely manner is essential. ***Be advised that late work is penalized (all late work will start at 70%) and grades are based upon meeting the spirit of the assignment as well as the basic criteria. For late work to be accepted, you must first conference with me and provide justification for submitting work late.***

Cell Phone policy:

Turn off or silence cell phones during class. If your cell phone is necessary for emergencies, tell the professor in advance.

Do not text during class.

No audio or video recording of the class is allowed without permission from the instructor.

Violation of this course policy will result in not receiving attendance points and being asked to leave class.

Netiquette: [Core Rules of Netiquette](#)

All interactions with other students and the instructor should be professional and courteous.

Netiquette expectations are addressed in Course Information.

Midland College provides each student with a free email account that is to be used in communication with College personnel. This will be the default e-mail used by Canvas unless you change it to your preferred e-mail account. **You are responsible for maintaining a working e-mail address and configuring the Canvas Notification Preferences so that you receive course Announcements.**

Communication: Communication is critical in a hybrid course. The preferred method for contacting the instructor is by using the Canvas e-mail (Conversation) tool. Every attempt will be made to respond to a message within 24 hours (Monday - Friday) and 48 hours on the weekend. If circumstances should arise that would cause a delay in responding to messages, a notice will

be posted in the Canvas<Announcement> area. **Please use the e-mail tool provided in the Canvas course.** Messaging me through email will be the most effective and efficient way to contact me as I check this often during the day.

Academic Grievance Procedures:

Procedures for grade appeal can be found in the 2019-2020 MC Catalog, [Academic Responsibilities](#) section.