

GRAYSON COLLEGE

Master Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information

EDUC2301

Introduction to Special Populations

8-weeks

Professor Contact Information

Instructor: Dr. Keri Harvey

Phone number: 903.415.2556

Email: harveyk@grayson.edu

Office location: South Campus, SA 113

Office Hours: Online in Conferences during because of Covid-19.

Mon: 3pm-7pm online, 3-5pm in conferences/chat

Tue: 5-8pm online

Wed: by appointment online

Thu: 3-6pm online, 3-5pm in conferences/chat

Friday: by appointment online

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Due to Covid-19 school closures. Field experience observations will be done online. The information can be found in the field experience module.

Course Description

An enriched, integrated pre-service course, and content experience in a public school. The course will provide an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with emphasis on factors that facilitate learning. The class will also provide students with support to participate in early field experiences in all levels P-12 with course content aligned as applicable to 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.

Student Learning Outcomes

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, ethnicity) and how diversity impacts learning.
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

Required Textbooks and Materials

There is no textbook for this course. The material will be delivered through videos, articles,

Suggested Course Materials: none

Required Assignments & Academic Calendar

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Tentative Course Calendar

Course Outline: This can be changed at instructor's discretion by announcement in class.

Modules	SLO	Topics/Assignments
Week 1	1	RTI/Differentiated Instruction Laws ARDS/Collaborations
Week 2	1, 2	Academic diversity/Gifted & Talented Communication Disorders
Week 3	1	Developmental delays/lower incidence Autism Task Analysis
Week 4	1	Learning Disabilities/ADHD

		Emotional and Behavioral Disorders
		Fact Sheet due
		Special Education Journal
Week 5		Language/ESL
	2, 4	IEP Due
		ELL Journal
Week 6		Race, Ethnicity, and Culture
	2,4	Race, ethnicity & culture Journal
Week 7		Socioeconomic status
	3	SES Journal
		Fact Sheet Quiz
Week 8		Gender/Sexual Orientation
	2	Gender/Sexual Orientation Journal
		Field experience time log and student evaluation due
		Portfolio due

Quizzes

There is a fact sheet quiz over the special education fact sheets students create. There are module quizzes in some modules.

Methods of Evaluation

Grading

Exceptionalities/Special Populations test(s)	80
Orientation Quiz	20

Field Experience Field site selection/learning contract		20
Field Experience Log		175
Portfolio		50
Field Experience Journals	5 @ 30 pts	150
End-of-Course Student Evaluation		30
Exceptionalities/Special Populations Fact Sheet		80
IEP		80
Professionalism /Participation		80
Weekly Activities/Discussions	8 weeks @ 25	200
	Total	950

Grading Scale:

100-90%=A

89-80%=B

79-70%=C

69-60%=D

Below 60%=F

Grades notifications will be in the Canvas course shell. An overall view of grades will be available in the My Grades button in course. Quiz grades will be released immediately following the quiz. Specific feedback on assignments like module will be located in the assignment button under tab **Graded**. Rubrics will be used for the IEP research paper and portfolio.

No late work will be accepted. Students are urged to discuss extenuating circumstances with their instructor. Acceptance of late assignments will be at the instructor's discretion and a reduction in grade of 20%. Computers crash and power goes out and is not an excuse for late work and will not be considered an acceptable circumstance. **Please note: Quizzes, tests, presentations, exams, and other assessments may not be made up, and cannot be rescheduled.**

Exceptionality/Special Populations Fact Sheet

Sign up for a fact sheet of an exceptionality or a special population. Review the course Student Learning Outcomes (most will fall under SLO1 or 2). In the fact sheet, you will cover the cause, characteristics, benefits in the classroom, challenges in the classroom and strategies to work with the population in the classroom. You will need to create a 5-question quiz.

IEP Paper: Create a child with an exceptionality. Give the demographics of the child (age, gender, SES, race, family structure, exceptionality). This is a page in length. Give a description of the exceptionality and the way it present in the child (This is a page in length). Then create an IEP goal page using the template, develop 5 learning objectives. Find 2 resources available in the community. This assignment should be in a word document, double-spaced, 12 font, and 1-inch margins on top, bottom, right & left of this paper. This paper needs to be done in APA style.

Portfolio: As a teacher, showing your work and depth of knowledge is key to successful job placement. An electronic portfolio will be created in google sites to demonstrate competency in working with children with special needs and understand the special education process as well as technology knowledge. This Portfolio and components of the portfolio will be created all semester long. You should have created a portfolio in EDUC 1301, you will just be adding this courses information/assignments to that portfolio.

Field Experience Assignments

There are 16 hours of required Field Experience time that need to be completed while observing in a classroom observing and interacting with children with special needs, a general education, and ESL classroom.

There are 3 types of classrooms to observe in:

1. General education
2. Special education
3. ESL

Observe in 1 class form a “C”-75%, Observe in 2 types of classrooms for a “B”-85%, and observe in 3 types of classrooms for an “A”-100%

All of these assignments are needed for your portfolio at the end of the semester. Remember to follow APA format (typed, double -spaced1” margins, 12 point Times New Roman font).

Field Site Selection/Learning Contract: During the first week of class, decide on a school district to observe in and complete all the necessary paperwork need to start observing. (this usually involves a background check and volunteer forms). Some districts require you complete paperwork online and others require you going face to face. How do you get started? Call or go to the district administration and tell them

you are a student at Grayson College and you would like to observe for 16 hours. They will tell you what to do. Check the district folder in the field experience page for specific districts we know about. How to Get Started and Field Site Selection information is in a handout.

Take the learning contract quiz.

Read through each statement where you will select, True for I agree and false for do not agree.

There is a place for you to write your name which is your electronic signature. Also write the school district you plan to complete your observation hours and how you have

contact them.

Field Observation Journal

Over the 16 hours of observation, during each observation take notes, and participate in the classroom to the extent the teacher will allow. You will write 5 journals.

Complete a journal of your observation on

1. Special education
2. English Language Learners
3. Race/Ethnicity/Culture
4. SES
5. Gender/Sexual Orientation

First paragraph, describe the visit related to the topic (what you say, what you did, where you conducted your observation). Give specific details about gender/sexual orientation. What strategies did the teacher use to work with this population?

In a second paragraph, explain how this experience related to the topics covered in the course. What strategies could be used?

In a third paragraph, reflect on the experience. Was it positive? Did you agree with the teaching? Working with this population? What would you have done differently? What strategies would you use? Each journal entry must be at least 250 words.

End of Course Student Evaluation—After completing your observation hours, have either the special education or general education teacher (if you are going to teach special education, have this teacher complete, if you are going to teach general education, have this teacher complete) complete the end-of-course student evaluation.

Methods of Instruction

This is an **online** course that is 100% online. There are 16 hours of required Field Experience time that need to be completed in a general education, ELL classroom and special education classroom in the public schools.

Course & Instructor Policies

Make-up policy

Makeup is ONLY available for those with a doctor's note or if I approve the absence before the class AND you e-mailed me about it **before**. An excused absence will not deduct points from your attendance grade. These are defined as illness, family death, Grayson College school-sponsored activity, or approved religious holiday-however, appropriate documentation (A physician's return to school/work form, mortuary statement, field trip roster) **must** be provided within a week of your return date to class! Note: an email is appreciated but will not suffice as documentation. Furthermore, a note from your parent, spouse, partner, significant other, or roommate does not constitute proper documentation.

Class Attendance

Academic success is closely associated with regular classroom attendance and course participation. All successful students, whether on campus or online, are expected to be highly self-motivated. All students are required to participate in courses regularly and are obliged to participate in class activities and complete and submit assignments following their professors' instructions. Students taking courses during compressed semester time frames such as mini-mester, summer sessions, and mid-semester should plan to spend significantly more time per week on the course. Responsibility for work missed because of illness or school business is placed upon the student. **In accordance with the College's Developmental Education Plan, students withdrawn from their only developmental course may be withdrawn from all academic courses.** In addition, students' eligibility to receive financial aid or live in a College dormitory can be affected by withdrawal from courses. When administrative withdrawal occurs, any tuition refund would be made in accordance with state regulations.

Absences in this course are measured by not logging into the course at least 3 times a week and by not submitting work by their due dates.

**Paper Formats * & Assignments*

All assignments and papers must be in APA style double spaced, in 12 point Times New Roman font for regular text, and with one-inch margins with a cover page (unless they are brochures or PowerPoints). The cover page and assignment **MUST** be in the same document. If the cover page is a separate document, it will not be given any credit. All papers must be submitted in one of the following word processing or publishing formats: PowerPoint, Publisher or Microsoft Word, Excel, or Access. If you do not have these programs you must use an .rtf file which is a rich text file or a pdf. ***If a file comes that is NOT in one of these formats, you will receive a 0 for that assignment so be sure you are using one of the above. You will NOT be able to resubmit the assignment if submitted in the wrong assignment. Double check the attachment is NOT .lnk or .gdoc.***

All written work unless otherwise specified should be turned in to the assignment link in Canvas.

All assignments MUST be submitted as an attachment in the assignment links. NO assignment may be submitted in Canvas email or Grayson email. Any assignment submitted through emails will be awarded a 0.

Classroom behavior

In the online classroom, we will be following rules of Netiquette. For example, using capital and lowercase letters. Typing in all caps is like yelling. In addition, this course is to share and learn in a community of learners. Each student will be polite in e-mail and discussions with professor and other students and disagree in a constructive way.

Professionalism is key to being an effective teacher, and this semester is an opportunity to demonstrate this skill. It will be expected during class times and especially during field experiences. Please remember that we are guests in the schools/child care centers where we observe. This should be taken into consideration in your dress, speech, and actions. When one become a teacher, professionalism is judged by students, colleagues, administrators, parents, and the community.

Student Conduct & Discipline

Expectations for participation

Students are expected to log in a minimum of three times a week and participate in discussion. There is an initial post deadline prior to the end of the module. This allows each student to post his/her thought, read others and make evaluations about the content. These interactions have been showed to increase learning. This course is 100% online. You are counted absent if you do not submit any of a modules assignments, quizzes or discussions.

Grammar

Grammar is VERY important as future teachers. We are modeling grammar for students as well as instilling confidence in parents that we will be instructing their children. It is also a sign of professionalism. Points will be deducted from assignments, field experiences and discussion for incorrect grammar. The number one mistake to be careful of is the spelling of the “head administrator at a school.” It is spelled P-R-I-N-C-I-P-A-L. A pal is your friend. 5 pts will be deducted each time for misspelling this word.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student, or the attempt to commit such acts.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to [turnitin.com \(Links to an external site.\)](https://www.turnitin.com), which allows faculty to search the web and identify plagiarized material.

If you have any questions about what constitutes plagiarism, please ask. For everyone's convenience, I have a link to an online tutorial of "What Is Plagiarism?" This should not be considered to be an all-inclusive guide, but it does highlight some of the most common mistakes students make. Though I am providing this website, it is still the student's responsibility to make sure they understand what constitutes plagiarism. Any student who is found to have plagiarized on ANY assignment will be subject to the consequences listed in this section. Excuses of "I didn't know" or "I didn't understand" will not be accepted. Once again, if you do not understand what plagiarism is, please ask.

Students who are caught submitting plagiarized material or who have engaged in collusion on any course assignment or exam will receive a zero on the first assignment and an "F" in the course for any additional acts of academic dishonesty. Students who are caught cheating on any course assignment or exam will receive an "F" in the course.

Methods of Instruction

There are 16 hours of required Field Experience time that need to be completed while observing in a classroom observing and interacting with children with special needs, a general education, and ESL classroom.

An **explanation** of

(1) How the instructor will **communicate** with the students and how the students will

communicate with each other?

Communication between the instructor and students will primarily be through the course site in GC Canvas. Frequent announcements, comments in the course discussions, responses to email, as well as feedback on homework assignments will be provided regularly. Students will primarily communicate with one another through the course discussions tool. In addition, students have the option to use Canvas mail to

communicate with each other. Communication about the course needs to be done through the Bb Messages feature in the course shell.

(2) How will online participation be **assessed and graded**?

In an online course, regular routine participation is extremely important. Online participation is assessed through a variety of methods including timely submission of assignments as well as logging in and checking the course site regularly. In addition, active participation in the course discussions is required. Generally, you should plan to check the course site, review new course materials, and participate in the discussions, 3 per week. According to the syllabus, part of the course grade will come from online course participation.

(3) How will the instructor **monitor the online activities** of the students?

Online course activities will be monitored through a variety of methods including active participation by the instructor in various course areas as well as utilization of the Course Tracking tool in GC Canvas. The Course Tracking tool provides detailed statistics for each student for various activities in the course.

(4) How will the **standards of appropriate online behavior** be maintained?

During the first week of class, an online orientation quiz will be taken. The instructor will

monitor discussion boards and posts and will model appropriate behavior and provide

feedback to students.

(5) The level of **technical competence** required of the students

Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, and file management (uploading, downloading, or sending files). For questions regarding Canvas 9 See the HELP tab on the upper right hand corner.

(6) What the minimum **computer hardware and software requirements** are for the class, and what department or college facilities are available to support these requirements for students who cannot afford to buy the technology?

Generally, personal computers purchased in the last 3 years should be adequate to access GC Canvas. Software requirements include Microsoft Internet Explorer 7.x or higher (www.microsoft.com [\(Links to an external site.\)](#)), the latest version of Sun JAVA (www.java.com [\(Links to an external site.\)](#)), the latest updates to your operating system (Microsoft Windows XP or higher or Apple MAC OS X or higher), word processing program and the latest updates to your anti-virus and spyware protection. Students needing assistance with accessing instructional technology should contact the GC Help Desk. For more information, visit www.grayson.edu [\(Links to an external site.\)](#) and select the Help Desk link.

(7) The **alternative procedures for submitting** work in the event of technical breakdowns

Please do not wait until the last minute to submit assignments! Allow enough time before the due date and time to submit your assignments. Should there be a technical problem, immediately notify the instructor via external email or internal Canvas mail. Computer labs on campus and public libraries can be alternative sites. Alternative arrangements, if permitted, will be discussed at that time.

(8) **On-campus meeting requirements**

No on-campus meetings required.

(9) How **academic honesty** will be enforced.

An online tutorial of "What is Plagiarism?" will be reviewed.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation. For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html> [\(Links to an external site.\)](#) [\(Links to an external site.\)](#)
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)

- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html> (Links to an external site.)

These descriptions and timelines are subject to change at the discretion of the Professor.