



# EDUC 2301 088TR Introduction to Special Populations/Online

## Course Syllabus: Fall 2024

*“Northeast Texas Community College exists to provide personal, dynamic learning experiences empowering students to succeed.”*

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| Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Online                            |
|--------------|--------|---------|-----------|----------|--------|-----------------------------------|
|              |        |         |           |          |        | 8:00-9:00 AM<br>Monday - Thursday |

***This syllabus serves as the documentation for all course policies and requirements, assignments, and instructor/student responsibilities.***

*Information relative to the delivery of the content contained in this syllabus is subject to change. Should that happen, the student will be notified.*

### Course Description

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. The course provides students with opportunities to participate in early field observations of P-12 special populations and should be aligned as applicable with 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

Upon successful completion of this course, students will:

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.

**Prerequisite(s):** Education 1301 – Introduction to Teaching

**Evaluation/Grading Policy:**

1. Weekly assignments are posted in 3 folders accessed from the homepage. The folders are the *Warm-up Folder*, the *Remember, Understand, Analyze and Apply Folder*, and the *Create and Evaluate Folder*. Click on the weekly link to access these folders containing the assignments.
2. Weekly quizzes are accessed through the *Remember, Understand, Analyze, and Apply Folders*. There is a 1-hour time limit on quizzes. Be sure that you have a strong internet connection when taking a quiz.
3. Information, instructions, and materials for completing observation assignments are found in observation folders located on the homepage. Observations must be made in public schools. Students are responsible for arranging observations. During observations the students are to strictly observe and should not assist in instruction.
4. Information and instructions for completing the Lesson Plan are found are in the Week 15 Folder. The Lesson Plan Write-up assignment is to be completed on the template provided and must be linked to state standards, known as the TEKS.
5. It is expected that all assignments be turned in by the due date. One week after the due date, zeros will be given. If you have a major emergency such as a severe illness, death in the family, etc. contact the instructor in a timely manner regarding work.
6. With the exception of the Lesson Plan and the Disability Summary Form, late work is accepted up to one week after the due date. Late work is penalized 5 points for each day late. After one-week zeros will be recorded unless you have made prior arrangement with the instructor.
7. Due to the time late in the semester these assignments are due, the Lesson Plan and the Disability Summary Form will not be accepted after the due date.
8. Rubrics for grading Observation Narrated Power Points , Journals, and the Lesson Plan Write-up are posted below.

## Final Grade Determination

| Average Per Gradebook | Final Grade |
|-----------------------|-------------|
| 90 - 100              | A           |
| 80 -89                | B           |
| 70 -79                | C           |
| 60 -69                | D           |
| Below 60              | F           |

The Course Map details dates assignments are due and the percentage various assignments count toward the final grade average.

### 2301 Course Map -Fall 2024

| Assignment Category And Due Dates   | Date Due  | Percentage of Final Grade |
|---|---|---------------------------|
| <b>Weekly Assignments</b>   |   |                           |
| <b>Week 1</b><br>Review all items in the Start Up Folder<br>Take the Syllabus Quiz<br>Read the posted article in the Week 1 Folder.<br>Watch the video posted in the Week 1 Folder.<br>Complete the Journal Assignment in the Week 1 Folder.  | Week 1-14 assignments due on Sunday evening at midnight | 50%                       |
| <b>Weeks 2 – 13</b><br>Warm-up Folder<br>Survey the chapter.<br>Watch the video.<br>Remember, Understand, Analyze, Apply Folder<br>Read and study the chapter.<br>View the videos.<br>Post on the Video Discussion Board by Friday evening<br>Take the Chapter Quiz<br>Respond to 2 classmates on the Video Discussion Board<br>Evaluate and Create Folder<br>Complete the Journal Assignment |   |                           |
| <b>Week 14</b><br>Read Chapter 15 and watch the embedded videos.<br>Complete the essay on diversity.  | December 1, 2024  |                           |
| <b>Week 15/ Lesson Plan</b><br>Complete the Lesson Plan Write-up  | December 8, 2024  |                           |
| <b>Week 16/Disability Summary Form</b><br>Complete the Disability Summary Form  | December 12, 2024                                       | 10%                       |
| <b>Observation Narrated Power Point</b>   |   |                           |
| Observation 1   | October 20,2024   | 20%                       |
| Observation 2   | November 24, 2024                                       |                           |

## **Required Instructional Materials:**

Text: Special Education in Contemporary Society  
By: Richard M. Gargiulo and Emily C. Bouck  
Publisher: SAGE Publications, Inc.

The eText is provided with the course. Do not opt out of the eText as materials are accessed through it.

**Optional Instructional Materials:** None

## **Minimum Technology Requirements:**

Daily high-speed internet access

Microsoft Word and Power Point

## **Required Computer Literacy Skills:**

1. Word processing skills using Word
2. Skills to develop PowerPoints with narration
3. Email skills
4. Electronic research skills

## **Course Structure and Overview:**

1. This is an online course. All instruction is completed via the Blackboard learning management system.
2. Please begin the class by reviewing all information in the Start Here folder on the homepage. All assignments are accessed on the homepage.
3. You are expected to log in and complete all activities weekly. Expect to spend 4 to 6 hours per week completing course activities.
4. The course is divided into 16 weeks on the homepage. You are expected to complete all assignments for each week by the due date.
5. Weekly assignments are accessed by clicking on the link for the week. Each week, three folders will be available; the *Warm-up Folder*, the *Remember, Understand Analyze and Apply Folder*, and the *Create and Evaluate Folder*. These three folders contain instructions and templates for the weekly assignments.
6. Begin weekly activities and assignments by completing activities in the *Warm-up Folder*. After completion of these activities, move to the *Remember, Understand, Analyze and Apply Folder* and complete the activities found there. Finally, go the *Evaluate and Create Folder* and complete those activities. Instructions are found at the top of each folder.
7. Weekly assignments should be completed in the order presented in the folders. There is a penalty for late work, 5 points per day and work is not accepted more than one week after the due date unless arrangements have been made with the instructor for late submission.

8. Technical difficulties are not an excuse for late work. High-speed internet access, Microsoft Word, are minimum technology requirements.
9. Information and instructions for public school observations posted in the Observation Folder on the Homepage.
10. Information and instructions for the Lesson Plan assignment are in the Week 15 Folder.
11. Information and instructions for the Disability Summary Form are in the Week 16 Folder.

### **Discussion Board Policy:**

The purpose of using discussions in an online course is to provide opportunities for students to interact with each other, the content, and the instructor. It is an opportunity for you to share your thoughts and perspectives and perhaps to see things from a different perspective. In this course, the discussion board serves as a weekly grade. To get full credit, it is important for you to fully participate in the discussion board. Full participation includes the following:

1. Making your initial post by Friday evening and
2. Responding to 2 classmates by Sunday evening.

If you do not post by Friday evening, you are not giving your classmates the opportunity to read your posts and see your perspectives on the class content. If you do not respond to classmates by Sunday evening, you are not giving feedback to them on their thinking and perspectives. If you do not post by Friday evening, 20 points will be deducted. If you do not respond to 2 classmates, 30 points will be deducted. Posts are not allowed after Sunday evening, and zeros will be recorded in the gradebook.

### **Course Requirements:**

1. Weekly participation in course activities and assignments.
2. 16 hours of observation in a public-school setting and two narrated PowerPoints describing the observations. The observation power points must be completed on the templates provided.
3. A Lesson Plan write-up assignment is required. The Lesson Plan write-up must be completed on the template provided.
4. Completion of an essay on the impact of student diversity in the classroom.

### **Communications:**

1. Communicate through NTCC email. Responses to emails will be made Monday-Thursday mornings.

### **Institutional/Course Policy:**

1. Attendance in an online class is determined by weekly participation in the Blackboard learning

management system and the completion of assignments.

2. Students are expected to participate in class activities and complete all assignments each week, including responding to 2 classmates on discussion boards.

3. Assignments should be completed by due dates unless arrangements for late submission have been made with the instructor.

4. Should an emergency arise, (death in the family, serious injury, hospitalization, accidents, etc.) the instructor must be contacted within a week. Arrangements for missed work, etc. will be determined on a case-by-case basis.

### **Student Handbook:**

General information about NTCC policies and practices are detailed in the Student Handbook found online in the Student Information Center.

### **Alternate Operations During Campus Closure and/or Alternate Course Delivery Requirements**

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Northeast Texas Community College to move to altered operations. During this time, Northeast Texas Community College may opt to continue delivery of instruction through methods that include, but are not limited to, online through the Blackboard Learning Management System, online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor NTCC's website (<http://www.ntcc.edu/>) for instructions about continuing courses remotely, Blackboard for each class for course-specific communication, and NTCC email for important general information.

Additionally, there may be instances where a course may not be able to be continued in the same delivery format as it originates (face-to-face, fully online, live remote, or hybrid). Should this be the case, every effort will be made to continue instruction in an alternative delivery format. Students will be informed of any changes of this nature through email messaging and/or the Blackboard course site.

### **NTCC Academic Honesty/Ethics Statement:**

NTCC upholds the highest standards of academic integrity. The college expects all students to engage in their academic pursuits in an honest manner that is beyond reproach using their intellect and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. This course will follow the NTCC Academic Honesty and Academic Ethics policies stated in the Student Handbook. Refer to the student handbook for more information on these subjects.

### **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 request accommodations. An appointment can be made with the Academic Advisor/Coordinator of Special Populations located in Student Services and can be reached at 903-434-8264. For more information and to obtain a copy of the Request for Accommodations, please refer to the special populations page on the NTCC website.

### **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.

**Tentative Course Timeline:**

The instructor reserves the right to adjust this timeline at any point in the term.

Weekly assignments & quizzes are due on Sunday evening at midnight.

Observation PowerPoints are due as follows:

Observation PPT 1 is due October 20, 2024    Observation PPT 2 is due November 24, 2024

Lesson Plan is due December 8, 2024

Disability Summary Form is due December 12,2024.

Important NTCC deadlines and events.

|   |                         |
|---|-------------------------|
| <b>2024 Fall Semester</b>                                     |                         |
| Faculty/Staff In-Service                                      | 8/19/2024 - 8/22/2024   |
| First Class Day (16-week, 1st 8-week, 1st 5-week sessions)    | 8/26/2024               |
| Fall Census (1st 5-week session)                              | 8/29/2024               |
| Late Registration Ends  | 8/30/2024               |
| Labor Day Holiday   | 9/2/2024                |
| Fall Census (1st 8-week session)                              | 9/3/2024                |
| Fall Census (16-week session)                                 | 9/11/2024               |
| Last Day to Withdraw with a Grade of "W" (1st 5-week session) | 9/19/2024               |
| First Class Day (2nd 5-week session)                          | 9/30/2024               |
| Fall Census (2nd 5-week session)                              | 10/3/2024               |
| Last Day to Withdraw with a Grade of "W" (1st 8-week session) | 10/8/2024               |
| First Class Day (2nd 8-week session)                          | 10/21/2024              |
| Deadline for Fall Graduation Application                      | 10/24/2024              |
| Last Day to Withdraw with a Grade of "W" (2nd 5-week session) | 10/24/2024              |
| Fall Census (2nd 8-week session)                              | 10/28/2024              |
| Last Day to Withdraw with a Grade of "W" (16-week session)    | 11/19/2024              |
| Thanksgiving Break  | 11/27/2024 - 11/29/2024 |
| Last Day to Withdraw with a Grade of "W" (2nd 8-week session) | 11/26/2024              |
| Last Class Day (16-week session)                              | 12/12/2024              |
| Final Examinations  | 12/8/2024 - 12/12/2024  |
| Fall Graduation   | 12/13/2024              |
| Offices Close at 12:00 p.m. for Holiday Break                 | 12/20/2024              |

Rubrics used to grade assignments.

**Journal Rubric**

| <b>Criteria</b>  | <b>Unsatisfactory</b>   | <b>Needs Improvement</b>   | <b>Meets Expectations</b>  | <b>Exceeds Expectations</b>  |
|------------------|---|--|--|--|
| <b>Content</b>   | Prompt is not addressed<br><br><b>48 Points</b>   | Prompt is minimally addressed lacking detailed information and full understanding of chapter concepts.<br><br><b>60 Points</b> | Prompt is addressed with focus on relevant information demonstrating adequate understanding of chapter concepts.<br><b>68 Points</b> | Prompt is fully addressed with focus on relevant information demonstrating superior understanding of chapter concepts.<br><br><b>80 Points</b> |
| <b>Mechanics</b> | Major grammar, punctuation, or spelling errors that make the entry difficult to understand.<br><br><b>12 Points</b> | Major grammar, punctuation, sentence structure, or spelling errors<br><br><b>15 Points</b>                                     | Minimal grammar, punctuation, sentence structure, or spelling errors<br><br><b>17 Points</b>   | No grammar, punctuation, sentence structure, or spelling errors.<br><br><b>20 Points</b>   |

**Lesson Presentation Rubric**

| <b>Indicator</b>              | <b>Unsatisfactory</b>  | <b>Fair</b>  | <b>Good</b>   | <b>Exemplary</b>  |
|-------------------------------|--|--|---|---|
| <b>State Standards (TEKS)</b> | Lesson does not include TEKS<br><br><b>13 Points</b>                         | TEKS included but not highly correlated to lesson content<br><br><b>14 Points</b>  | TEKS included and adequately correlated to lesson content<br><br><b>16 Points</b>   | TEKS included and well correlated to lesson content<br><br><b>20 Points</b>   |
| <b>Communication</b>          | Lesson objectives, content, and instructions unclear<br><br><b>25 Points</b> | Lesson objectives, content and instructions adequately communicated<br><br><b>35 Points</b>  | Lesson objectives, content and instructions clearly communicated attention to detail and clarity<br><br><b>40 Points</b>  | Lesson objectives, content and instructions clearly communicated with attention to detail and clarity<br><br><b>50 Points</b> |
| <b>Lesson</b>                 | Inappropriate for age/grade level<br><br><b>13 Points</b>                    | Appropriate for age/grade level but not engaging and motivating<br><br><b>14 Points</b>  | Appropriate for age/grade level and moderately engaging and motivating<br><br><b>16 Points</b>                            | Appropriate for age/grade level and highly engaging and motivating<br><br><b>20 Points</b>                                    |
| <b>Format</b>                 | Template not followed<br><br><b>5 Points</b>                                 | Format template followed but omissions or significant errors in heading, font, page set-up, grammar, spelling, or punctuation<br><br><b>7 Points</b> | Template followed but minor errors in heading, font, page setup, grammar, spelling, or punctuation<br><br><b>8 Points</b> | Template followed with no errors in heading, font, page set-up, grammar, spelling, or punctuation<br><br><b>10 Points</b>     |



**Observation PowerPoint Rubric**

| <b>Indicator</b>                               | <b>Unsatisfactory<br/>50 Points</b> | <b>Fair<br/>80 Points</b>   | <b>Good<br/>90 Points</b>  | <b>Exemplary<br/>100 Points</b>  |
|--|-------------------------------------|---|--|--|
| <b>Observation and PowerPoint Presentation</b> | Time Sheet without PPT Presentation | PPT Presentation includes required slides without major spelling or grammatical errors.<br><br>Time sheet signed. | Presentation includes required slides with audio and minor grammatical or spelling errors.<br><br>Time sheet signed. | Presentation includes required slides with audio and free of grammatical or spelling errors.<br><br>Time sheet signed. |