Introduction to Special Populations Syllabus
Richland College

Instructor Information
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Course Information
Course Title: Introduction to Special Populations
Course Number: 2301
Section Number: 80420
Semester/Year: Spring/ 2020
Credit Hours: 3
Class Meeting Time/Location: Sunday-Saturday on eCampus
Certification Date: March,30, 2020
Last Day to Withdraw: May 1, 2020

Course Prerequisites
College level ready in Reading. EDUC 1301.

Corequisite/Concurrent: Students may be required to submit to a criminal background check at any school or child care facility where they observe or participate to complete required coursework. Failure to pass the search will result in the student being dropped from the course and/or program.

NOTICE: This course of study is not appropriate for anyone who falls into the following category as noted by the Texas Department of Protective and Regulatory service. “No person with a conviction or who is under indictment for, or is the subject of an official complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care.” Note: All students who enroll in this course will need clearance through a
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. (2 Lec., 2 Lab.)

Field Experience Required: Students enrolled in this course will be required to complete sixteen (16) hours of field experience in a Pre K through 12 public school classroom of their choice. Please refer to the Field Experience Handbook to read the specific requirements.

Students can not pass this course without completing the required 16 hours of field experience and submitting documentation on time. Students will be required to complete Field Experience forms and a Field Experience Summary. Because this is an online course the submission of forms must be done electronically as directed for auditing purposes.

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, and ethnicity) and how diversity impacts learning.
3. Describe the impact on socio-economic status on learning and creating equitable classrooms.
4. Demonstrate an understanding of the benefits and challenges or racial, ethnic, and other types of cultural diversity in the classroom.
Texas Core Objectives

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

4. Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

5. Personal Responsibility - to include the ability to connect choices, actions, and consequences to ethical decision-making

6. Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Required Course Materials**

**Textbook: Diversity Equity in the Classroom**  
ISBN: 9781305386471  
Author: Valerie O. Pang  
Publisher: Cengage Learning  
Formats: PAPERBACK, BryteWave Format  
Copyright Year: 2017

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Technology:**

You will need regular, reliable internet access, preferably high speed. From time to time, you might be directed to log in to eCampus to access course material. Although the system that you will be using for this course can be reached through the computer labs at any DCCCD campuses, the college is not required to provide this equipment to you nor are they required to provide technical assistance. If you are having problems with eCampus, please call LeCroy Help Desk for technical support at 972-669-6402 or send email to ecampus.support@dcccd.edu

**Software:**

We use readily available software, which you may already have installed on your computer. If not, the software may be downloaded free of charge.


Graded Work
TBA

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<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>900-1,000</td>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>800-899</td>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>700-799</td>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>600-699</td>
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<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>0-59%</td>
<td>F</td>
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</tbody>
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Description of Graded Work
TBA

Attendance and Your Final Grade
All students are expected to begin attending class on the first day of the semester. Attendance certification for financial aid purposes, students must complete assignments by the Attendance Certification date. Weekly attendance will be recorded through Whole Class/Team Discussion participation. It’s important that students check their DCCCD email and eCampus class announcement page regularly for reminders and updates. Any changes made to deadlines and course information will be communicated by DCCCD email and posted on the EDUC 2301 Announcement page.

Late Work Policy
Since exam deadlines are scheduled and available well in advance. You may take any/all exams ahead of the deadlines listed below. Students are encouraged to plan ahead to avoid conflicts. In addition, students have two attempts at each exam. This is to allow for problems with power outages, problems with eCampus, etc. It is possible, of course, to repeat a test for a higher score. However, in case of extreme circumstances, please call or email me as soon as possible. Doctor’s letters, official
death certificates or other documentation may be required for permission to take a make-up.

**Institutional Policies**

Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

[Richland Institutional Policies](http://www.richlandcollege.edu/syllabipolicies)

**Course Schedule**

TBA