



Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title –Introduction to Special Populations

Course Prefix and Number – EDUC 2301

Department – Education and Early Childhood

Division –Technology and Business

Course Type: (check one)

Academic General Education Course (from ACGM – but not in WCJC Core)

Academic WCJC Core Course

WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # **3:3:0**

Equated Pay hours for course – 3 hours **Course Catalog 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; provides students with opportunities to participate in early field observations of P-12 special populations. This course should be aligned with the State Board of Education Certification Pedagogy and Professional Responsibilities Standards.

Prerequisites/Corequisites - EDUC 1301; THEA Reading and Writing requirements met; and must pass a criminal history check.

List Lab/ Other Hours
Lab Hours 0
Clinical Hours 0
Practicum Hours 0
Other (list) 16 hours of Observation

Approvals – the contents of this document have been reviewed and are found to be accurate.

Prepared by Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/16/09
Department Head Barbara S. Lynn	Signature <i>Barbara S. Lynn</i>	Date 06/16/09
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Vice President Dr. Ty Pate	Signature <i>Ty Pate</i>	Date 7-6-09



- I. **Topical Outline** – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non lecture instruction):
1. An overview of basic special population/education issues (assessment, the continuum of services, related services, co-teaching and consultative services)
 2. An overview of the policies, practices and programs in special education dealing with special populations in contemporary educational settings (inclusion)
 3. An overview of the changing cultural face of America with particular emphasis given to:
 - Cultural diversity in families and schools
 - Economic diversity among families
 - Multicultural education
 - Bilingual education and English as a Second Language
 4. An overview of parents, families and special populations with particular emphasis given to, but not limited to, topics such as:
 - parent-educator relationships
 - effective communication methods; principles for effective parent-teacher conferences (conversing with families in all their different forms)
 - family systems approach
 - effects of a child's difference on parents and the family and the dynamics of these relationships; risk factors for child abuse associated with children with special needs
 - family involvement and the relationship to school success
 - methods for increasing family involvement in schools at all levels (elementary, middle school, high school)
 5. An introductory overview of mental retardation, learning disabilities, emotional and behavioral disorders, gifted and talented, speech and language disorders, hearing impairments, visual impairments, physical and health disabilities, and autism spectrum disorder (ASD).
 - Historical studies of these various fields
 - Descriptions of educational considerations and services associated with each of these
 - Their prevalence and causes,
 - Assessment, classification, and characteristics of each
 6. In addition to class lecture and discussion, students will participate in 16 hours of observations in state-accredited programs at the elementary, middle school, and high school levels (with 8 hours of observation scheduled for the level of certification). Sites must be approved in advance through the department and must include varied and diverse settings.

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<p>1. Students will use readings and independent research to define and discuss one special need area, including gifted students or students with cultural-language differences. The discussion must include the prevalence and causes of the special need, assessment, characteristics of the student with this special need, and discussion of educational considerations or modifications associated with this special need area.</p>	<p>1. The student will research and compose a scholarly paper defining and discussing one special need area discussed in class, including implications for environmental and instructional accommodations. This paper will integrate class readings and discussions, independent research, and current events and will be graded according to a departmental rubric. A minimum grade of 70 is required to pass the standard.</p>
<p>2. Students will define the identifying characteristics of students in various special populations (mental retardation, learning disabilities, emotional and behavioral disorders, gifted and talented, speech and language disorders, hearing impairments, visual impairments, physical and health disabilities and autism.)</p>	<p>2. Midterm, final, and other exams or quizzes as deemed necessary by the instructor. A minimum grade of 70 is required to pass the standard.</p>
<p>3. Students will observe, define, and analyze appropriate curricular and environmental adjustments for students in the special populations listed in outcome #2.</p>	<p>3. Written summaries/analyses of classroom observations (16 total hours of observation); class discussions; midterm and final exams (and other exams or quizzes assigned)</p>
<p>4. Students will define the federal laws and regulations regarding the education of students with disabilities and discuss ways to implement these regulations in classroom practices.</p>	<p>4. Midterm, final, and other exams or quizzes deemed necessary by the instructor. A minimum grade of 70 is required to pass the standard.</p>
<p>5. Students will describe methods to involve families with special population students through parent meetings, newsletters, and/or parent-teacher conferences.</p>	<p>5. A family involvement plan or home-based involvement plan applying principles learned in class and graded by a rubric. A grade of 70 passes the standard.</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

Lewis & Doorlag (2006). *Teaching special students in general education classrooms, 7th ed.*, NJ: Pren-Hall (ISBN 0-13-148635-7)

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.
none

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

90-100-A Excellent Work	Midterm-30%
80-89-B Good Work	Final-30%
70-79 C Average Work	Written Assignments-30% (paper, family involvement plan, observation summaries)
60-69 D Minimal Level of Work	Class Participation and Attendance-10%
59 and below-F Does not pass course standards	Work must be at a college level for reading, writing, and critical thinking

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
Attach the following:

- Program SCANS Matrix
- Course SCANS Competencies Checklist