EDUC 2301: Introduction to Special Populations
Course Syllabus Fall 2010

1) Instructor: Rachel Cloeter
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Office Hours: Upon request

2) 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. This course provides the student with an opportunity to participate in early field observations of P-12 grades.

3) Prerequisites:
Must pass a criminal history check the first week of class.

4) Texts and Related Materials:

5) Course Format:
Class:
- Approximately 2.5 hours per week in a lecture-discussion-group work format.
Field Experience Lab:
- Approximately 1-1.5 hours per week of field experience lab work, for a total of 16 hours of lab experience. School observations require more than one hour to carry out which is why you do not complete 16 experiences, but rather 16 hours.
- Requires lab experience reports for each experience.

6) Course Evaluation & Grading:
The overall grade for the course is based on class work (such as homework assignments, class participation, project, quizzes & tests) and lab work. All class work and field experience lab work are assigned a point value that will be totaled for the final grade. A student (or teacher candidate) must complete all 16 hours of field experience lab and pass the field experience lab portion of the course with a C- or better or he/she will not pass the course even if his/her total points add up to a passing grade.

Scale
90% – 100% = A
80% – 89% = B
70% – 79% = C
60% – 69% = D
Below 60% = F

Brazosport College
500 College Drive
Lake Jackson, TX 77566
7) **Candidate Learning Objectives:**
Candidate objective correlates with the NAEYC Teacher Preparation Standards and SBEC Pedagogy and Professional Responsibilities Standards for Teachers EC-4. NAEYC Standards can be found at [www.naeyc.org](http://www.naeyc.org) and SBEC Standards can be found at [http://sbec.state.tx.us](http://sbec.state.tx.us).

| EDUC 2301 |
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| **NAEYC STANDARD** | **CANDIDATE LEARNING OBJECTIVES** | **Artifact/Assessment Method** | **Pedagogy Standard (EC-12)** |
| I. Promoting child development and learning | 1a) The candidate demonstrates knowledge and skills regarding how diverse populations learn, such as gender, special need, gifted & talented, ESL. | Exam | 1.3-1.6k |
| | 1b) The candidate compares and contrasts the differences between various learning theories/theorists. | Field Exp | 1.1k, 1.4k, 2.13k |
| | 1h) The candidate demonstrates the ability to analyze the TEKS &/or NAEYC standards in relation to the “subject area” and then identifies how standards differ and are used to create developmentally appropriate learning experiences. | Field Exp | 1.7k, 1.19k, 1.30k |
| II. Building family and community relationships | 2b) The candidate demonstrates strategies that enhance communication and collaboration with students, families, colleagues and communities. | Exam | 4.2k |
| III. Observing, documenting, and assessing to support young children and families | 3a) The candidate identifies ways to document a student’s progress. | Field Exp | 1.26-1.27k |
| | 3c) The candidate demonstrates the ability to discuss the role of assessment for students, schools, and self-evaluation. | Exam | 1.25-1.27 |
| IV. Teaching and learning | 4a) The candidate demonstrates the ability to plan activities, experiences, and/or learning centers for varying abilities regarding development, diversity, cultural, linguistic, gender and socioeconomic characteristics. | Field Exp | 3.5k |
| | 4c) The candidate uses technology and other resources in planning and implementing instruction. | Project | 1.16-1.18k |
| | 4e) The candidate identifies environmental factors affecting learning to create strategies to improve instruction and learning. | Field Exp | |
| V. Becoming a professional | 5a) The candidate demonstrates appropriate dispositions (professional attire, manners, & diversity issues; and does not use language or actions that violates the ethical code of conduct) for the teaching profession during class activities and field experiences. | Field Exp | 2.1-2.3k, 4.14-4.15k |
| | 5c) The candidate explains the legal and ethical requirements of an educational professional. | Exam | 4.13-4.18k |
| | 5d) The candidate demonstrates the ability to distinguish between ethical and unethical behaviors and acts in professional manner. | Exam | 4.14-4.15k |
| | 5e) The candidate demonstrates the ability to find resources, use resources, and share resources in the childhood development and education field. | Project | 4.7k, 4.9k |
General Course Objectives:

1. Summarize types of diverse learners and populations. Summarize the cause, incidence and/or characteristics of exceptionalities of diverse learners related to the domains of development and strategies to support learning in all domains for all children.
   a. Define areas of exceptionality and special education regarding language, gender, socioeconomic status, ethnic and academic diversity and special needs.
   b. Identify exceptionality as to genetic or environmental causes and prevalence of.
   c. Describe possible signs or characteristics of diverse learners and exceptionalities.
   d. Create and/or modify environments, equipment, materials, supplies and experiences to meet individual needs of all children.

2. Discuss current terminology and practices for interventions strategies.
   a. Explain how children develop an awareness of similarities and differences.
   b. Describe learning experiences that promote children’s appreciation and respect for all individuals and groups.
   c. Describe available screenings and assessment instruments.
   d. Discuss classification and labeling of children with exceptionalities.
   e. Identify individuals and their roles in developing and implementing educational.
   f. Discuss integration of goals from Individualized Education Programs (IEPs) into daily activities and routines.

3. Identify appropriate community resources and referrals for individual children and families.
   a. Gather information on resources available in the community.
   b. Analyze the cultural implications and their impact on services to children with special needs.
   c. Discuss referral process.

4. Review legislation and legal mandates and their impact on practices and environments.
   a. Discuss history and impact of legislation affecting children with special needs.
   b. Describe impact of landmark court cases on services for children with special needs.

5. Explain the role of advocacy for children with special needs and their families.
   a. Identify agencies which advocate for children with special needs and their families.
   b. Discuss the importance of advocating on behalf of children with special needs.
   c. Explain how the codes of ethical conduct apply to professional practice.
8) General Course Information:

1. Field Experience: TECA & EDUC courses require field experience (labs) and an acceptable criminal history check as stated by the Texas Department of Protective and Regulatory Services (Refer to: Early Childhood Development & Education Field Experience Guide)

2. Lanyards: Students must purchase an “Early Childhood / Education” Student Lanyard from the bookstore and place your current student identification card with year sticker in the case. This lanyard MUST be worn to every class period at the Children’s Center and off site field experiences; you may / will be turned away from class or field experience if you are not wearing your lanyard. This is for your safety, the children’s safety and for identification purposes.

3. Exams/Tests: Exams are administered during class time. Makeup exams will not be given unless discussed with the instructor before hand or proper documentation is attached and turned in with the exam for the missed class. No electronic devices (cell phones, etc) will be allowed on and/or in sight during the exam and no food/drink will be allowed out either.

4. Homework/Projects/Experiences: Late assignments will not be accepted unless discussed with the instructor before and proper documentation is attached and turned in with the assignment for the missed class. Proper Documentation: includes – doctor’s note with date, hospital bill or record for you or and immediate family member; jury duty form; funeral home document for a death in the family; tow slip with date and time. For other forms, discuss with the instructor.

5. Academic/Scholastic Dishonesty: BC assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct including academic honesty. The principle of academic honesty is that all work present by you is yours alone. Academic dishonesty including, but not limited to, cheating, plagiarism, and collusion shall be treated appropriately. Please refer to the BC Student Guide for more information, also available on line at http://www.brazosport.edu. Remember you are training to be a teacher that will be held to a high standard and is expected to conform to the Code of Ethics set by SBEC and/or the Code of Ethical Conduct set by NAEYC.

6. Attendance & Withdrawal: There will be points awarded for class attendance and participation throughout the semester, these points may not be made up. The course instructor will not drop a student from this class; the student must do so if he/she wants to withdraw from a course rather than receiving a failing grade. Last day to withdrawal is November 5, 2010.

7. Students with Disabilities: BC is committed to providing equal education opportunities to every student. BC offers services for individuals with special needs and capabilities including counseling, tutoring, equipment, and software to assist students with special needs. Please contact Phil Robertson, Special Populations Counselor, (979)230-3236 for further information.

8. Student Services Information: Tutoring for certain academic courses is available in the LAC (979)230-3253. Student Services Counseling and Advising is at 230-3040. Information Technology is available for technical assistance; call the Helpdesk at 230-3266.

9. Student Responsibilities: Students are expected to fully participate in the course. The following criteria are intended to assist you in being successful in this course.
   a. Attend class, take notes and ask questions if information is unclear
   b. Communicate with the instructor
   c. Understand and complete course work assigned

9) Children’s Center Notes:

a. Students may arrive at the CC no more than 30 minutes before class starts.

b. Students may: use cell phones, smoke, gather, but not inside or in front of the entrance way to the CC.

c. Students may observe at the CC at any time from the observation windows (we encourage it), but please no contact with the children or their families. The observation windows have a sound system that uses head phones, so please be neat and clean up the area when you leave. When observing, sign in at the front table. (Refer to: Early Childhood Field Experience Guide)

d. Early childhood courses and students must respect all of the Children’s Centers (CC) rules and staff or be asked to leave which could result in failure to attend class.

Fall, 2010