

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Teacher Preparation</u>
COURSE RUBRIC AND NUMBER	<u>EDUC 2301</u>
COURSE TITLE	<u>Introduction to Special Populations</u>
COURSE CREDIT HOURS	<u>3 3 : 1</u> Credits Lec Lab

I. Catalog Description

Provides an enriched and integrated pre-service course and content experience that provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, and ethnic and academic diversity and equity with and emphasis on factors that facilitate learning. Provides students with opportunities to participate in early field observations of P-12 special populations. Requires that content must be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities Standards. Includes a 30-contact hour lab component, 15 hours of which must be with special populations in Pre-Kindergarten to 12th grade schools. **Cannot be taken concurrently with EDUC 1301. MUST PASS A CRIMINAL BACK GROUND CHECK. (3:1).**

II. Course Objectives

- A. Unit I. A Historical Perspective of the American Educational System and a Particular Focus on the Laws of Today That Guide Special Programs
- Upon completion of this unit, students will be able to:
1. Identify the early influences of the public education system in the United States.
 2. Discuss key components of the Civil Rights Act of 1964, the Individuals with Disabilities Education Act, No Child Left Behind Act, and sections of the Americans with Disabilities Act.
 3. Write a historical perspective about public education in the United States, from Pre-K to 12th grade, including the impact of legislation and case law on the practices of the public education system.
 4. Critique orally and in writing the varying theories related to inclusionary education.
 5. Apply knowledge of the legal/historical framework in public education to evaluate the appropriateness of current programs in public schools.
 6. Identify key dimensions of universal design for learning.
 7. Discuss the Americans with Disabilities Act Amendments of 2008 as enacted; they expanded statutory interpretation of a disability while affording individuals with disabilities greater protections.
 8. Summarize the key elements of the AAIDD definitions of intellectual disability from 1961 to 2010.
- B. Unit II. Identifying Students with Disabilities
- Upon completion of this unit, students will be able to
1. Describe the characteristics and types of disabilities that qualify a student to receive special services.

2. Discuss assessment procedures that identify students with learning disabilities, attention disorders, communication disorders, emotional disorders, behavioral disorders, Autism Spectrum disorders, developmental disabilities, visual impairments, hearing impairments, physical disabilities, traumatic brain injuries, and other health impairments.
3. Discuss assessment standardization and the key issues related to raw scores, scale scores, norms, outliers, and the bell curve.
4. Discuss and analyze research related to various disabilities as it applies to the teaching process.
5. Identify the thirteen disability categories recognized by the federal government.

C. Unit III. Teaching Students with Disabilities and the Provision of Special Services

Upon completion of this unit, students will be able to

1. Critique orally and in writing the special services and related services that public schools are required to provide to students with disabilities.
2. Analyze and evaluate the effectiveness of public schools in meeting the requirements of federal and state law related to students with disabilities.
3. Write a position paper on the philosophy of education related to serving students with disabilities.
4. Describe placement, planning, and grouping strategies for special learners.
5. Identify methods of managing student behavior and promoting social acceptance of students with disabilities.
6. Develop lesson plans that include modifications and adaptations for special learners.

D. Unit IV. Teaching Students Who Are at Risk

Upon completion of this unit, students will be able to

1. Identify students who are at risk in terms of remediation, retention, and dropping out.
2. Discuss the conditions that place a student at risk, including family conditions and economic, health, and safety factors.
3. Examine programs for students who are at risk, including compensatory education, early intervention programs, and other school programs.
4. Identify programs in schools in this region that are effective in meeting the needs of students who are at risk.

E. Unit V. Teaching Culturally and Linguistically Diverse Students

Upon completion of this unit, students will be able to:

1. Identify the dimensions of multicultural education, desired student outcomes, and multicultural curricula.
2. Explain orally and in writing how diversity affects classrooms and schools.
3. Discuss language diversity and second language acquisition.
4. Analyze various models of bilingual/second language acquisition used in schools in this region.
5. Develop lesson plans that promote language learning during content instruction.
6. Outline issues associated with the disproportional representation of culturally and linguistically diverse learners in special education.
7. Discuss the challenges confronting educators when assessing students from culturally and linguistically diverse programs.

F. Unit VI. Teaching Gifted Students

Upon completion of this unit, students will be able to

1. Define giftedness.
2. Discuss theories of multiple intelligence.
3. Analyze approaches to teaching gifted students, including acceleration, enrichment, and administrative arrangements for gifted students.

4. Develop lesson plans that communicate high expectations, differentiate instruction, develop higher order thinking skills, and promote independent learning.

G. Unit VII. Promoting Success for All Learners across Core Content Areas

Upon completion of this unit, students will be able to:

1. Identify current trends in reading instruction, including components of reading instruction and the difficulties students encounter when learning to read.
2. Discuss effective reading instruction strategies, including reading environment, progress monitoring, fluency, comprehension, word identification, and phonological awareness.
3. Identify current trends in writing, math, and other content instruction.
4. Discuss effective writing strategies, including writing as a process, writing workshop, writing environment, spelling, types of writing (narrative, expository, and persuasive), and handwriting.
5. Discuss effective strategies for teaching math, including progress monitoring, numerology, computation, manipulatives, and comprehension.
6. Describe how to balance content and process using pre-learning activities, graphic organizers, and listener-friendly instruction.

H. Unit VIII. Developing Independence in Learning

Upon completion of this unit, students will be able to:

1. Identify strategies for teaching self-advocacy for all learners.
2. Discuss the importance of effective study skills and independent learning.
3. Develop lesson plans that incorporate active learning and that make a home-school connection.
4. Discuss functional curriculum, functional academics, and community-based instruction that characterize contemporary services for adults with intellectual disabilities.

I. Unit IX. Alternatives to Traditional Public Schools

Upon completion of this unit, students will be able to:

1. Identify traditional public school alternatives for meeting the needs of diverse students.
2. Examine the effectiveness of charter schools, parochial schools, private schools, and other entities that serve the needs of students in this region.
3. Discuss what other options might be needed in this area to meet the needs of the students in this region.

III. THECB Learning Outcomes (ACGM)

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.

IV. Evaluation

Evaluation is based on the following criteria:

- A. Field-Based Activities (Required): A 30 field based contact hour lab component is mandatory and will be evaluated by the faculty member on a 100 – 200 point scale. Failure by the student to submit a supervisor certified Volunteer Log and Reflection Paper of the 30 field based contact hour lab component will constitute an “F” for the course regardless of points earned in the course.
- B. Tests and/or Learning Activities
- C. Other added Instructor Requirements

Grading Scale 100%

90 - 100 = A
80 - 89 = B
70 - 79 = C
60 - 69 = D
Below 60 = F

NOTE: A 'C' or better is required to transfer this course to a four-year college or university in Texas.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.