

**EDUC\_2301\_2A1\_Fall2026****Introduction to Special Populations****INSTRUCTOR CONTACT INFORMATION**

Office Hours: Instructor: Carolyn Heflin

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Office Phone: 409-257-0059

Office Location: Technology Center (TC) Room 218

Office Hours: Monday-Thursdays 8:00-9:00

MWF 10:00-10:30

Tuesdays 12:00-12:30

Fridays 8:00-2:00

**CREDIT**

3 Semester Credit Hours (3 hours lecture)

**MODE OF INSTRUCTION**

Online

**PREREQUISITE/COREQUISITE:**

EDUC 1301, Introduction to Teaching Profession

**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 P12 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.

**COURSE OBJECTIVES**

Upon completion of this course, the student will be able to

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 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.

**REQUIRED TEXTBOOK AND MATERIALS**

- Professional articles and videos provided on Blackboard
- Computer



- Internet connection
- MS PowerPoint (students are provided with free Office 365 access)
- MS Word or compatible word processor (students are provided with free Office 365 access)
- MS Outlook Email (students are provided with free Office 365 access)

### **ATTENDANCE POLICY**

Attendance will be noted based on your submitting assignments weekly and interactions with Blackboard. You should access Blackboard at least once a week to complete assignments.

### **DROP POLICY**

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

### **STUDENT EXPECTED TIME REQUIREMENT**

For every hour in class (or unit of credit), students should expect to spend at least two to three hours per week studying and completing assignments. For a 3-credit-hour class, students should prepare to allocate approximately six to nine hours per week outside of class in a 16- week session OR approximately twelve to eighteen hours in an 8-week session. Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

### **TECHNICAL REQUIREMENTS**

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://www.lit.edu/lit-online/lit-online-experience>. A functional internet connection is necessary to maximize the use of completion of course assignments. Students may also use the LIT Learning Lab located in Room 101, Eagles’ Nest Building.

### **COURSE CALENDAR**

| <b>Module</b>                                                         | <b>Course Content and Activities</b>                                                      | <b>Assignments Due</b>                                         | <b>Date Due</b> |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------|
| 1: Historical Reflection of Special Education                         | Course Introductions<br>Educate-able Video<br>A Personal History of Special Education pdf | Module 1 Video<br>Discussion<br>Module 1 Article<br>Discussion | Sunday, Aug.30  |
| 2: Introduction to Special Education Today                            | Article & Videos                                                                          | Module 2 Assessment<br>Module 2 Discussion                     | Sunday, Sept. 6 |
| 3. IDEA Disability Category: Specific Learning Disability             | Articles & Videos                                                                         | Module 3 Assessment<br>Module 3 Discussion                     | Sunday, Sept.13 |
| 4. IDEA Disability Category: Speech or Language Impairment            | Articles & Videos                                                                         | Module 4 Assessment<br>Module 4 Discussion                     | Sunday, Sept.20 |
| 5. IDEA Disability Category: Other Health Impairment (Including ADHD) | Articles & Videos                                                                         | Module 5 Assessment<br>Module 5 Discussion                     | Sunday, Sept.27 |

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|--------------------------------------------------------------------------|-------------------|----------------------------------------------|-----------------|
| 6. IDEA Disability Category:<br>Autism                                   | Articles & Videos | Module 6 Assessment<br>Module 6 Discussion   | Sunday, Oct. 4  |
| 7. IDEA Disability Category:<br>Intellectual Disability                  | Articles & Videos | Module 7 Assessment<br>Module 7 Discussion   | Sunday, Oct. 11 |
| 8. IDEA Disability Category:<br>Emotional Disturbance                    | Articles & Videos | Module 8 Assessment<br>Module 8 Discussion   | Sunday, Oct. 18 |
| 9. IDEA Disability Category:<br>Developmental Delay                      | Articles & Videos | Module 9 Assessment<br>Module 9 Discussion   | Sunday, Oct. 25 |
| 10. IDEA Disability Category:<br>Multiple Disabilities                   | Articles & Videos | Module 10 Assessment<br>Module 10 Discussion | Sunday, Nov.1   |
| 11. IDEA Disability Category:<br>Hearing Impairment                      | Articles & Videos | Module 11 Assessment<br>Module 11 Discussion | Sunday, Nov.8   |
| 12 IDEA Disability Categories:<br>Visual Impairment & Deaf-<br>Blindness | Articles & Videos | Module 12 Assessment<br>Module 12 Discussion | Sunday, Nov.15  |
| 13. IDEA Disability Categories:<br>Orthopedic Impairment                 | Articles & Videos | Module 13 Assessment<br>Module 13 Discussion | Sunday, Nov.22  |
| 14. IDEA Disability Category:<br>Traumatic Brain Injury                  | Articles & Videos | Module 14 Assessment<br>Module 14 Discussion | Sunday, Nov.29  |
| FINAL EXAM                                                               |                   |                                              | Wed., Dec. 2    |

### **COURSE EVALUATION**

Final grades will be calculated according to the following criteria:

Discussions 40%

Exams 50%

Final Exam 10%

\*Observation hours for AAT program built into video discussion assignments.

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Total 100%

### **GRADE SCALE**

90-100 A

80-89 B

70-79 C

69-60 D

59-0 F

LIT does not use +/- grading scales

## ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at

<http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>

## ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. **Appropriate use of AI is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI in their courses.**

## DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email [specialpopulations@lit.edu](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

## STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

## STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at [www.lit.edu](http://www.lit.edu). Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

## **ADDITIONAL COURSE POLICIES/INFORMATION**

- Attendance for Online Courses: It is worth noting that regularly missing assignment deadlines and falling behind on assignment submissions is a strong indicator that a student will not pass the course. Please contact the instructor via Blackboard message or email PRIOR to the assignment deadline if you are experiencing any trouble on assignments so she can help you!
- Grades
  - Assignment(s) will be due on Blackboard every week (Sunday at 11:59 pm). All assignments submitted by students by the grading deadline will be graded by the instructor no later than the following Friday at 2:00pm.
  - The instructor has set up your Blackboard course to automatically designate a zero on students' assignments submitted after the due date, however that does not mean that you cannot submit assignments late. Once the instructor grades the late assignment, that grade will replace the zero. However, December 2 will be the last day of the semester to submit late assignments.
  - Review any comments that the instructor makes on your graded assignments. If points are deducted, the instructor will give recommendations on how to improve the assignment. If the grade on the submitted assignment is too low, the instructor may also invite the student to revise his/her assignment to receive a higher grade in the feedback section.
- Communication
  - Please feel free to address me as Ms. Carolyn, Ms. Heflin or Instructor Heflin. I often sign off on my messages informally as Carolyn.
  - Be sure to read weekly course announcements on Blackboard messages carefully and mark the announcement as read. Announcement information is usually an important reminder to students in the course.
  - The instructor has no preference in communication. Students can use either Blackboard Message or email. Due to student volume, instructor may ask you to follow up in-person conversations in written communication so that she will not accidentally forget.
  - Most importantly, please do not think that you are all alone taking this online course. The instructor is here with you and wants to help you to succeed! Please do not hesitate to contact her!