

**CENTRAL TEXAS COLLEGE**  
**EDUC 2301 – INTRODUCTION TO SPECIAL POPULATIONS**  
**Semester Hours Credit: 3**

**INSTRUCTOR:** \_\_\_\_\_

**OFFICE HOURS:** \_\_\_\_\_

**I. INTRODUCTION**

- A. This course is 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 and provides students with opportunities to participate in early field observations of P-12 special populations.
- B. Course content is aligned with State Board of Educator Certification Pedagogy and Professional Responsibilities standards.
- C. Course must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.
- D. This course is academic and serves as preparation for careers in the education. Course goals are linked to required Core Curriculum Intellectual Competencies, Perspectives, and Exemplary Objectives as defined by the Texas Higher Education Coordinating Board.
- E. Prerequisite: EDUC 1301

**II. LEARNING OUTCOMES**

Upon successful completion of this course, Introduction to Special Populations, the student will:

- A. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6)
- B. Describe and analyze the characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6)
- C. Describe the impact of socio-economic status on learning and creating equitable classrooms. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6)
- D. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6)

- E. Interpret effects of the changing demographics in the US on schooling. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6)
- Identify societal elements that are in transition in the United States.
  - Estimate the ways in which changes in society affect schooling.
  - Describe the cultural clash between teachers and students.
- F. Conclude the benefits and challenges of racial and ethnic diversity in the classroom. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6)
- Differentiate between race and ethnicity.
  - Indicate barriers to racial equality.
  - Question the impact that race and ethnicity has on schooling
  - Formulate a personal philosophy of race and ethnic diversity in the classroom.
- G. Summarize the effects of gender and sexual orientation differences in the classroom. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6, F7, F8, F9, F10, F11, F12)
- Compare differences in sex and gender.
  - Apply understanding of ways to reduce gender biases and stereotypes.
  - Distinguish between appropriate and inappropriate labels in describing sexual orientation.
  - Compare differences in sexual behavior and sexual orientation.
  - Infer effects of sexual orientation on student learning.
- H. Appraise the value of religious diversity in the classroom. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6, F7, F8, F9, F10, F11, F12)
- Define religion.
  - Enumerate major and minor belief systems in the world.
  - Identify resources for learning about different religious beliefs.
  - Demonstrate respect for varying religious beliefs.
  - Estimate the ways that religion affects schooling.
- I. Decide the impact of socio-economic status on schooling. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6, F7, F8, F9, F10, F11, F12)
- Explain how socioeconomic status affects self-concept.
  - Relate socio-economic status to academic achievement.
  - Analyze how society determines socioeconomic status.
  - Examine ways to help students overcome socioeconomic stereotypes.
- J. Evaluate the role of language and communication diversity in the classroom. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6, F7, F8, F9, F10, F11, F12)
- Enumerate ways students communicate in the classroom.
  - Enumerate major and minor belief systems in the world.
  - Explain common communication disorders.
  - Deduce best practices for communicating with English language learners.

- e. Employ methods to effectively deal with language and communication diversity in the classroom.
- K. Determine effective strategies for assisting students with learning disabilities. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6, F7, F8, F9, F10, F11, F12)
- a. Explain how learning disabilities are identified.
  - b. Enumerate characteristics of students with learning disabilities.
  - c. Predict possible causes of learning disabilities.
  - d. Outline specific types of learning disabilities.
- L. Explain educational laws related to diversity. (C5, C6, C7, C8, C9, C10, C11, C12, C13, C14; F1, F2, F3, F5, F6, F7, F8, F9, F10, F11, F12)
- a. Trace history of legislation related to education and diversity.
  - b. Point out laws that guarantee equal educational opportunities.

### **Course Assessment**

Student success is measured by assessment techniques aligned to course goals and learning outcomes. A variety of techniques may be used, including but not limited to, objective exams, written reports, performance charts, portfolios, oral presentations or demonstrations, and group projects. Individual faculty members are responsible for designing evaluation instruments to measure student master of course goals and learning outcomes and for indicating the nature of such instruments in the instructor's class requirements.

### **III. INSTRUCTIONAL MATERIALS**

The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)

### **IV. COURSE REQUIREMENTS**

#### **A. General**

1. Participate in class, labs, or field experiences regularly.
2. Participate constructively in class discussions.
3. Complete all assignments and examinations on time.
4. Attend any face to face classes on time and remain for the duration of the period. Check into Bb regularly for online courses.
5. Know and observe all college regulations.
6. Read all assigned selections from the text, or other, as assigned.
7. Ask instructor for permission before using audio-recorders to record face-to-face classes.

8. Keep cell phone on vibrate in face-to-face class. Refrain from texting, or using cell phone in face-to-face class, unless otherwise indicated by instructor.

Good class participation is indispensable for earning a good grade.

Regular attendance, whether in person or online, is essential for the same reason.

- B. Lab Requirements and Field Experience requirements are the same in all online and face to face classes. Details are explained in your course.

NOTE: No student may receive a final grade without completing the required lab or field experience hours in full.

## V. EXAMINATIONS

- A. There will be at least two examinations. (Quizzes are optional.)
- B. Make-up examinations will be given only with the instructor's permission.
- C. All students are expected to maintain the highest standard of scholastic honesty in the preparation of all course work and during examination.

## VI. SEMESTER GRADE COMPUTATIONS

- A. Your point total is determined by adding earned points on each scored assignment (projects, labs, examinations, participation, exams, quizzes, discussions, other).

<u>Percentage</u>	<u>Grade</u>
90-100%	A
80- 89%	B
70- 79%	C
60- 69%	D
Below 60%	F

## VII. NOTES AND ADDITIONAL INSTRUCTIONS

- A. **Withdrawal from course:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or who must officially withdraw from a course after the first scheduled class meeting, must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student.

Application for Withdrawal will be accepted according to the following schedule

Friday of 3rd week for 5-week courses

Friday of 4th week for 6-week courses

Friday of 6th week for 8-week courses

Friday of 7th week for 10-week courses  
Friday of 9th week for 12-week courses  
Friday of 12th week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

Students who officially withdraw will be awarded the grade of "W," provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.

- B. Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on the Administrative Withdrawal Form for submission to the registrar.

Under Section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as first-time freshmen in fall 2007 or later.

- C. Incomplete Grade:** In keeping with College policy, the instructor may grant an incomplete grade in cases in which the student has completed the majority of the course work, but because of extenuating circumstances, is unable to complete the requirement for the course. Prior approval from the instructor is required before the grade of “IP” is recorded. Deadline for changing the IP grade is 110 days after the scheduled end of the course. An IP grade can be replaced with the student’s actual grade, including an F; but it may not be replaced with a W. At the end of the 110 calendar days if the student has not completed the remaining coursework as required by the instructor, the “IP” will be converted to an “FI” and appear as an “F” on the student’s official transcript.
- D. Professionalism:** Cellular phones will be turned off while the student is in any classroom or any laboratory/field experience setting. Students are expected to maintain a professional attitude and appearance while participating in outside labs or field experiences. Additional guidelines may be given in class, or by participating lab/field experience sites as they relate to this course.

- E. American with Disabilities Act:** (ADA Disability Support Services provide services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- F. Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.
- H. Scholastic Honesty:** All students of the Child Development program are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and in examinations. Students found guilty of scholastic dishonesty are subject to disciplinary action according to CTC policy. Each student should avoid:
1. Plagiarism: the taking of passages or ideas from writings of others without giving proper credit to the source.
  2. Collusion: working together with another person in the preparation of work unless such joint preparation is specifically approved in advance by the instructor.
  3. Cheating: giving or receiving information on an examination, homework, or projects.

## VIII. COURSE OUTLINE

Upon successful completion of Chapter 1, the student will be able to:

**A. Lesson 1:** Education in a Changing Society

1. **Learning Objectives:** Upon successful completion of Chapter 1, the student will be able to:
  - a. Recognize the nature of changing demographics in the United States.
  - b. Identify the institutions which are in transition in the United States, as well as the nature of those transitions.
  - c. Discuss the ways in which changes in society affect schooling.

- d. Identify the differences between schools for an industrial society and schools for an information society.
- e. Explain the nature of the "culture clash" between teachers and students.
- f. Formulate some significant questions about multicultural education.

2. **Learning Objectives:** Upon successful completion of Chapter 2, the student will be able to:

- a. Discuss some factors that have influenced successive attempts to use the schools to further ideals of social justice.
- b. Identify major "players" in this effort, including the Catholic Church, the Freedmen's Bureau, Native Americans, etc.
- c. Discover patterns in which, increasingly, the answer to the question, "who shall be educated?" becomes broader, as more are included.
- d. Describe the difference between assimilationist and pluralist ideologies as they have been played out in the schools.
- e. Recognize landmark legislation and judicial decisions in areas of race, religion, language, gender, disability, and social class.
- f. Study five major approaches to formal multicultural education used in schools in the past 50 years.
- g. Explain where we stand now in terms of student and program outcomes.

3. **Learning Activities:**

- a. Read chapter 1 & 2 in the text book.
- b. Use these hints to help you get the most out of your time. Use the format of the textbook (headings, tables, diagrams, etc.) to guide your reading.
- c. Look for responses to the chapter objectives. The chapter objectives are listed at the beginning of each chapter overview. You might want to take notes based on these objectives.
- d. Study all keywords, figures, charts and diagrams.
- e. Review the Power Points for Chapters 1 & 2
- f. Once you have completed the Learning Activities, complete all Graded Assignments.

**B. Lesson 2: Culture and the Culture-Learning Process**

1. **Learning Objectives:** Upon successful completion of Chapter 3, the student will be able to
  - a. Define various meanings associated with the term *culture*, as well as the meanings associated with terms that are subsets of culture (e.g., subculture, microculture, ethnic group, minority group, and people of color).schools to further ideals of social justice.
  - b. Explain the difference between objective and subjective culture.
  - c. Apply both culture-general and culture-specific approaches to culture.
  - d. Differentiate among primary, secondary, and adult socialization.
  - e. Explore their own cultural identity as it has developed through the mediation of socializing agents relative to sources of cultural knowledge.
  - f. Describe results of socialization (e.g., ethnocentrism, perception, categorization, and stereotypes).
  - g. Recognize where we stand now in terms of student and program outcomes.
  
2. **Learning Objectives:** Upon successful completion of Chapter 4, the student will be able to
  - a. Identify characteristics of teacher culture, student culture, parent culture, and the culture of the contemporary school.
  - b. Describe the phenomenon of transition stress as it is manifested in individuals who are new to a culture.
  - c. Recognize the process of reshaping cultural identity.
  - d. Identify aspects of the emotional, informational, and developmental stages of the model of cross- cultural interaction.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

**3. Learning Activities**

- a. Read the Chapters 3 & 4 in the textbook. Use these hints to help you get the most out of your time.
- b. Use the format of the textbook (headings, tables, diagrams, etc.) to guide your reading.
- c. Look for responses to the chapter objectives. The chapter objectives are listed at the beginning of each chapter overview. You might want to take notes based on these objectives.
- d. Study all keywords, figures, charts and diagrams
- e. Review the Power Points for Chapters 3 and 4

- f. Once you have completed the Learning Activities, complete all Graded Assignments.

C. **Lesson 3:** Intercultural Development and Creating Classrooms that address Race and Ethnicity

1. **Learning Objectives:** Upon successful completion of Chapter 5, the student will be able to
  - a. Identify the similarities and differences of several models of identity development.
  - b. Describe the concept of intercultural competence.
  - c. Interpret the Developmental Model of Intercultural Sensitivity.
  
2. **Learning Objectives:** Upon successful completion of Chapter 6, the student will be able to:
  - a. Distinguish the difference between lay and scientific understanding of race and ethnicity.
  - b. Explore the concept of prejudice, with particular attention to the ways in which prejudice functions in social interactions, and the ways in which it is formed.
  - c. Explore extreme cases of prejudice, including hate groups and racial profiling.
  - d. Recognize a number of strategies for reducing prejudice in classrooms, including improving social contact, increasing cognitive sophistication, improving self-confidence and self-acceptance, and increasing empathy for and understanding of others.
  
3. **Learning Activities**
  - a. Read the Chapters 5 & 6 in the textbook. Use these hints to help you get the most out of your time.
  - b. Use the format of the textbook (headings, tables, diagrams, etc.) to guide your reading.
  - c. Look for responses to the chapter objectives. The chapter objectives are listed at the beginning of each chapter overview.
  - d. You might want to take notes based on these objectives.
  - e. Study all keywords, figures, charts and diagrams.
  - f. Review the Power Points for Chapters 5 and 6

Once you have completed the Learning Activities, complete all Graded Assignments.

**D. Lesson 4: The Classroom as a Global Community**

1. **Learning Objectives:** Upon successful completion of Chapter 7, the student will be able to
  - a. Discuss the concept of globalization and become familiar with some of its characteristics.
  - b. Define the purpose of education in a global community.
  - c. Explore a variety of international perspectives, including models and definitions set forth by the National Council for the Social Studies.
  - d. Describe the characteristics of a global classroom and become familiar with the knowledge and skills required for its creation.
  - e. Explore a variety of means for teaching a global curriculum, and begin to understand the need for preparing their own students for a world in which an international perspective will be a common one.
  
2. **Learning Objectives:** Upon successful completion of Chapter 8, the student will be able to
  - a. Explore the nature of learning communities as they relate to differentiated pedagogues, roles, content knowledge, and assessment in classrooms.
  - b. Describe the functions of language in socialization.
  - c. Explore the various components of communication such as verbal and nonverbal as well as dialects and other aspects that are important to culture.
  - d. Explore the relationship of language to learning style and culture.
  - e. Discuss the rationale, types, and importance of bilingual education.
  - f. Identify and describe several court cases which have been seminal in the history of bilingual education.
  - g. Describe the arguments for and against bilingual education in the context of several legal initiatives which have curtailed these programs in various parts of the country.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

**3. Learning Activities**

- a. Read the Chapters 7 & 8 in the textbook. Use these hints to help you get the most out of your time.
- b. Use the format of the textbook (headings, tables, diagrams, etc.) to guide your reading.
- c. For responses to the chapter objectives, the chapter objectives are

listed at the beginning of each chapter overview. You might want to take notes based on these objectives.

- d. Study all keywords, figures, charts and diagrams
- e. Review the Power Points for Chapters 7 & 8

Once you have completed the Learning Activities, complete all Graded Assignments.

E **Lesson 5:** Religious Pluralism, Gender and Sexual Orientation

1. **Lesson Objectives:** Upon successful completion of Chapter 9, the student will be able to
  - a. Define the rationale for attending to religion in public schools.
  - b. Define various definitions of religion and the concept of religious pluralism.
  - c. Define and describe characteristics of classrooms that attend to religious pluralism including pedagogies, roles, content knowledge, and assessment.
  - d. Enumerate and discuss various perspectives on religion and schooling, including the relationship of private and public freedoms.
  - e. Describe various perspectives on religious identity such as personal and political.
  - f. Discuss the various ethical issues surrounding religion and schooling.
  
2. **Learning Objectives:** Upon successful completion of Chapter 10, the student will be able to
  - a. Describe the basic ideas involved in creating collaborative classrooms.
  - b. Discuss why collaboration in classrooms might result in girls thriving academically.
  - c. Explore the process of socialization to gender role.
  - d. Examine the role that parents, television, books, toys, nursery rhymes, and religious ideas play in American middle-class sex role socialization.
  - e. Explore the current model of sex role socialization in schools, and its relation to the white middle class.
  - f. Describe the differences among sex role stereotyping, sex bias, and sex discrimination in schools.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

### 3. **Learning Activities**

- a. Read the Chapters 9 & 10 in the textbook.
- b. Use these hints to help you get the most out of your time. Use the format of the textbook (headings, tables, diagrams, etc.) to guide your reading.
- c. Look for responses to the chapter objectives. The chapter objectives are listed at the beginning of each chapter overview. You might want to take notes based on these objectives.
- d. Study all keywords, figures, charts and diagrams.
- e. Review the Power Points for Chapters 9 & 10

Once you have completed the Learning Activities, complete all Graded Assignments

## F. **Lesson 6:** Creating Developmentally Appropriate and Inclusive Classrooms

1. **Learning Objectives:** Upon successful completion of Chapter 11, the student will be able to:
  - a. Explain the nature of developmentally appropriate teaching methods and recognize its defining characteristics.
  - b. Describe the history of the emergence and importance of early childhood education in the United States.
  - c. Discuss the complexities involved in early childhood education.
  - d. Discuss the influential thinkers in the field of development and developmentally appropriate teaching.
  - e. Explain the theoretical grounding of constructivist thinking in relation to developmentally appropriate classrooms.
  - f. Define and discuss the characteristics of a developmentally appropriate classroom, including old and new aspects of the place of content knowledge, roles, pedagogies, and assessment.
  
2. **Learning Objectives:** Upon successful completion of Chapter 12, the student will be able to:
  - a. Define the philosophical and legal reasons for inclusion.
  - b. Explain what is meant by the ability/disability continuum, as well as "exceptionality."
  - c. Describe the difference between mainstreaming and inclusion.
  - d. Relate the significance of democracy, diversity, collaboration, and flexibility in inclusive classrooms.
  - e. Explain the implications of collaboration in terms of legal requirements for students with disabilities.
  - f. Identify and explain the difference between old and new pedagogues, roles, place of content knowledge, and assessment

- regarding inclusive classrooms.
- g. Explain the three basic principles of the health dimension in inclusive education.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

**3. Learning Activities**

- a. Read the Chapters 11 & 12 in the textbook.
- b. Use these hints to help you get the most out of your time. Use the format of the textbook (headings, tables, diagrams, etc.) to guide your reading.
- c. Look for responses to the chapter objectives. The chapter objectives are listed at the beginning of each chapter overview. You might want to take notes based on these objectives.
- d. Study all keywords, figures, charts and diagrams
- e. Review the Power Points for Chapters 11 and 12

Once you have completed the Learning Activities, complete all Graded Assignments.

G. **Lesson 7:** Improving Schools for All Children: The Role of Social Class and Social Status in Teaching and Learning

**1. Learning Objectives:** Upon successful completion of Chapter 13, the student will be able to:

- a. Identify various social classes, including their own.
- b. Distinguish the difference between social class and social status.
- c. Explore social class differences in child-rearing practices.
- d. Discuss the importance of teacher expectations on students' achievement.
- e. Explore the relationship between social class, housing patterns, and school funding practices.
- f. Define the models and principles of assessments.
- g. Recognize the federal role in public school accountability and the impact of standardization.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

**2. Learning Activities**

- a. Use these hints to help you get the most out of your time. Use the

format of the textbook (headings, tables, diagrams, etc.) to guide your reading.

- b. Look for responses to the chapter objectives. The chapter objectives are listed at the beginning of each chapter overview. You might want to take notes based on these objectives.
- c. Study all keywords, figures, charts and diagrams
- d. Review the PowerPoint for Chapter 13

Once you have completed the Learning Activities, complete all Graded Assignments.