



Course Information

Course Title	Introduction to Special Populations
Course Prefix, Num. and Title	EDUC 2301
Division	Technology & Business
Department	Education & Early Childhood
Course Type	Academic General Education Course (from ACGM, but not WCJC Core)
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. The course provides students with opportunities to participate in early field observations of P-12 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.
Pre-Requisites	EDUC 1301 Introduction to the Teaching Profession Texas Success Initiative (TSI) Reading and Writing requirements met and students must pass a criminal history check.
Co-Requisites	None

Semester Credit Hours

Total Semester Credit Hours (SCH): Lecture Hours:	3:3:0
Lab/Other Hours	
Equated Pay Hours	3
Lab/Other Hours Breakdown: Lab Hours	0
Lab/Other Hours Breakdown: Clinical Hours	0
Lab/Other Hours Breakdown: Practicum Hours	0
Other Hours Breakdown	16 hours of observation outside of class.

Approval Signatures

Title	Signature	Date
Prepared by:		
Department Head:		
Division Chair:		
Dean/VPI:		
Approved by CIR:		

Additional Course Information

Topical Outline: Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, and 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 intellectual impairments, 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. Practice of the following domains in the State Board for Educator Certification Pedagogy and Professional Responsibilities standards: I. Designing instruction and assessment to promote student learning, II. Creating a positive, productive classroom environment, III. Implementing effective, responsive instruction and assessment, and IV. Fulfilling professional roles and responsibilities.
7. 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.

Course Learning Outcomes:

Learning Outcomes – 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.
5. Students will describe methods to involve families with special population students through parent meetings, newsletters, and/or parent-teacher conferences.

Methods of Assessment:

1. The student will research and compose a scholarly speech (which may be shared online in outline format) defining and discussing one special need area discussed in class, including implications for environmental and instructional accommodations. This speech outline 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.
2. Midterm (with a minimum of one essay question), final, and other exams or quizzes as deemed necessary by the instructor. A minimum grade of 70 is required to pass the standard.
3. Written summaries/analyses of classroom observations (16 total hours of observation); class discussions; midterm and final exams (and other exams or quizzes assigned). A minimum grade of 70 is required to pass the standard.
4. Midterm, final exam, and other exams or quizzes deemed necessary by the instructor. A minimum grade of 70 is required to pass the standard.
5. Speech and written summaries or analyses of classroom observations which include analysis questions on types of family involvement techniques. A minimum grade of 70 is required to pass the standard.

Required text(s), optional text(s) and/or materials to be supplied by the student:

Lewis & Doorlag (most recent edition). Teaching special students in general education classrooms, NJ: Pren-Hall.

Suggested Course Maximum:

35

List any specific or physical requirements beyond a typical classroom required to teach the course.

None; this course is currently offered in an online format but may be taught face-to-face as needed.

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

Midterm Exam (with minimum of one essay question)- 25%

Final Exam- 25%

Weekly quizzes-10%

Written Assignments-30% (online Speech outline, observation summaries)

Attendance and participation in weekly discussions-10%

90-100-A Excellent Work

80-89-B Good Work

70-79 C Average Work

60-69 D Minimal Level of Work

59 and below-F Does not pass course standards

Curriculum Checklist:

Administrative General Education Course (from ACGM, but not in WCJC Core) – No additional documents needed.

Administrative WCJC Core Course. Attach the Core Curriculum Review Forms

Critical Thinking

Communication

Empirical & Quantitative Skills

Teamwork

Social Responsibility

Personal Responsibility

WECM Course -If needed, revise the Program SCANS Matrix and Competencies Checklist