



**EDUC 2301-011IN**  
**Introduction to Special Population**  
**SPRING 2021**  
**Internet Session**

**Instructor Information:**

Robert Castro, Jr. (Please feel free to call me Mr. Robert.)

[rcastro@com.edu](mailto:rcastro@com.edu) (See Communication section of this document for further clarification regarding course-related messaging.)

(409) 933-8442 or toll free 1-888-258-8859 extension 8442 (When leaving a message, speak slowly & distinctly and provide contact information.)

**Student hours and location:**

Monday, Tuesday, and Thursday 1:30 – 3:30, Friday (by appointment)

- Should you need to contact someone in person, please contact Kerry Kloesel, 409-933-8212 (Monday only)
- Other times use the Online Chat, or schedule an online meeting using TEAMS

**Required Textbook:**

Cushner, K; McClelland, A.; and Safford, P. *Human diversity in education: An integrative approach.* Boston: McGraw Hill, 2015.

**Textbook Purchasing Statement:**

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**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 P-12 special populations and should be aligned as applicable with State Board for Educator Certification Pedagogy and Professional Responsibilities standards. To earn credit for the course, students must complete a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

**Course Prerequisite:**

Students must have:

- Completed the free **Online Learners Workshop.**
- Successfully completed EDUC 1301: Introduction to the Teaching Profession

**Course requirements (including description of any special projects or assignments):**

- **Log into Blackboard at least twice a week** to check for Announcements and e-mail, to complete the weekly quiz, to post a discussion response to the weekly prompt, to review the Module Content, and to retrieve tools needed to complete course assignments and observations. You must monitor and respond to any and all assignments/discussions specified in the Semester Outline/Course Calendar available in Blackboard, and at the end of this document, within prescribed timelines, and you must monitor and respond to instructor-initiated Blackboard e-mail within 3 calendar days. The instructor will likewise monitor and respond to Blackboard student-initiated e-mail within 3 calendar days. (This does not apply to weekends or during periods when COM is officially closed.)
- **Participate in all Blackboard** activities in a professional manner (see Guidelines for Professionalism portion of this document and the Participation & Professionalism Grading Rubric located in the Blackboard Menu in the Course Forms folder.)
- **Complete with satisfactory evaluation and submit all assignments within the time limit prescribed by the instructor. Due to the online format for this course, assignments are to be submitted as electronic copies.** Detailed descriptions of assignments and associated grading rubrics can be found in your Blackboard Course Menu in the “Assignments” link. Assignments and their due dates are indicated in the Semester Outline toward the end of this document but are subject to revision if circumstances dictate or if there is consensus among instructor and students. **See Makeup, Late Work, and Extra Credit Policies that follow.**
- **Maintain a quiz average of 50% or better.** Weekly quizzes will be administered through Blackboard, and students are responsible for taking quizzes within the date/time parameters indicated on the Semester Outline (at the end of this document). **Blackboard quizzes will not be re-opened once the availability parameter has elapsed.**
- **COMPLETE A MINIMUM OF 16 DOCUMENTED HOURS OF “LAB/FIELD EXPERIENCE” AS SPECIFIED BELOW.**

**Lab/Field Experience Requirements:**

Lab/Field experience will be completed online using videos this semester. To earn credit for this course, students will be **required** to complete a **minimum of 16** documented hours of “lab/field experience”. School personnel are required to meet standards designed to assure the safety of the learner population; because this course will have students observing in a variety of classroom settings, they will be required to submit an application for a criminal background check. If a student has a felony **conviction** for certain offenses against children and families, **they may not be eligible to work or volunteer in the public schools or child care facilities at which these “labs/field experiences” will take place (currently will be completed in an online format).**

If you have questions about this requirement, consult with your instructor. Future “Lab/field experiences” for these course will require that you make arrangements with appropriate school administrators to schedule the 16 hours as specified in each of the assignments. All course assignments, assignment descriptions, grading rubrics, and assignment-related resources can be found in the Blackboard “Assignments” link. The timeline for accomplishment of these observations is delineated in the Semester Outline (found at the end of this document).

**Observation Guidelines:**

Because the primary objective of this course is to introduce you as a student to the teaching profession, it is imperative that you gain some initial first-hand exposure to the profession. All instructions and forms related to these observations can be found in Blackboard under the "Assignments" link.

**Classroom Conduct Policy:**

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <https://www.com.edu/student-services/student-handbook>. Students are expected to be familiar with and abide by the Student Code of Conduct. Any violations of the Code of Conduct will result in a referral to the Dean of Students and may result in dismissal from this class.

**Determination of Course Grade/Detailed Grading Formula:**

The student’s grade will be **weighted** in the following manner:

Blackboard Quizzes	=	10%
Course Portfolio (includes all major course Assignments)	=	50%
Class/Blackboard Participation/Discussion and Professionalism:	=	40%

**Assignments and Special Projects:**

Each major assignment and project has a detailed description that is located in the “Assignment” folders on the Blackboard Course Menu. Students should use the associated grading rubric for each assignment for specific content/format requirements.

**Assessment Methods:**

Participation and Professionalism will be assessed using the Class Participation Record Keeping Form and the associated grading rubric which can be found in the “Course Forms” and “Assignment” folders on the Blackboard Course Menu.

Detailed Assignment/Project descriptions and associated grading rubrics for all other major assignments and projects are located in the “Assignment” folder on the Blackboard Course Menu as well.

**Extra Credit:**

Extra credit for the course may be earned by:

- Completing the online course evaluation at the end of the course for bonus points toward you Portfolio score which is 50% of your course grade.
- Completing all online quizzes by the due dates indicated on the Semester Outline, which will earn an additional 5 percentage points toward your quiz average (10% of your course grade).
- Completing all observations by the last due date indicated on the Semester Outline which will earn an additional 5 percentage points toward your portfolio average (50% of your course grade.)

**Grading Scale:**

College of the Mainland's grading system is as follows:

A (90 - 100%)	=	Superior achievement of course objectives
B (80 - 89%)	=	Outstanding achievement of course objectives
C (70 - 79%)	=	Achievement of minimum objectives
D (60 - 69%)	=	Marginal achievement of course objectives
F (Below 60%)	=	Failure to achieve course objectives
I	=	A temporary grade given to indicate that, in the instructor's judgment, the student can complete the course objectives within a specified extension of time.

**Make-Up Policy:**

If a student misses an assignment or test due to an **emergency absence, or illness**, it is the student's responsibility to promptly arrange for make-up work. Parameters for make-up work will be made at the discretion of the instructor and may not be an option, depending on the circumstances. **Keep in mind, if you have not spoken to me and made arrangements for submission, the assignment, project, or quiz *WILL NOT be accepted***. Do not expect the instructor to remind you.

**Revised or Resubmitted Work:**

Assignments and projects submitted on time may be revised and resubmitted if resubmitted within one week of the date the graded assignment/project was returned to the student.

**For Field Experiences (if necessary):** If for any reason you are unable to show up on an agreed upon date/time, contact the school in advance. Remember that the making and keeping of these arrangements is an indication of how you would perform as an employee of the school, so do not miss a scheduled observation except under emergency circumstances. Make alternative arrangements to complete the Field Experience as soon as possible.

**Attendance Policy:**

College of the Mainland does not allow a certain number of "cuts"; therefore, you must log in to this course at least once a week. An absence from online session is the responsibility of the student and the student will receive a Participation Grade of 0 for that particular session. (This will negatively impact the participation and professionalism portion of the student's final course grade.) Excessive absenteeism from online sessions and/or failure to keep up with Blackboard content/assignments will result in the student's failure to accomplish the course learning outcomes and will result in a grade of "F" for the course.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.	6. Personal Responsibility	1. Teaching Philosophy Project
2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.	1. Critical Thinking Skills	1. Teaching Philosophy Project
3. Describe the impact of socio-economic status on learning and creating equitable classrooms.	5. Social Responsibility	1. Annotated Bibliography Project
4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.	2. Communication Skills (written, oral & visual)	1. Final Exam 2. Lesson Plan Project
5. Recognize the various multiple intelligences/learning styles in order to be able to implement instructional practices that meet the needs of all students;	5. Social Responsibility	1. Field Experiences 1-4

### Academic Dishonesty:

Any incident of academic policy will be dealt with in accordance with college policy and Student Handbook. Academic dishonesty – such as cheating on exams – is an extremely serious offense and will result in a grade of zero on the exam and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Shinya Wakao at [swakao@com.edu](mailto:swakao@com.edu).

### Course outline:

SESSION	Blackboard Content	ASSIGNMENTS/ASSESSMENTS DUE (Bb=Blackboard, H=Homework, & F=Face-to-face)
<b>Week 1 (Orientation)</b>		<ul style="list-style-type: none"> <li>In Blackboard, see “Read Me First” and complete all of the “Getting Started” tasks (Bb)</li> <li>Post Response to Discussion #1 and Journal (Bb)</li> <li>Read Ch. 1 (H)</li> </ul>
<b>Week 2 Module 1 (Ch. 1)</b>	<ul style="list-style-type: none"> <li>Introductions/IceBreaker</li> <li>Criminal Background Letters/ Documentation</li> <li>Course overview/goals for the course – “KWL”</li> </ul>	<ul style="list-style-type: none"> <li>Post Response to Discussion #2 (Bb)</li> <li>Quiz #1 (Ch. 1) due to be taken (Bb)</li> <li>Prepare “Ann. Bibliography” (H)</li> </ul>

	<ul style="list-style-type: none"> <li>Expectations for “Annotated Bibliography” Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Read Chapter 2</li> </ul>
<b>Week 3 Module 1 (Ch. 3)</b>	<ul style="list-style-type: none"> <li>Education in a changing society</li> <li>What is multicultural education?</li> <li>Rethinking schools and learning</li> <li>Difficulty of change</li> </ul>	<ul style="list-style-type: none"> <li>Post Response to Discussion #3 (Bb)</li> <li>Quiz #2 (Ch. 2) due to be taken (Bb)</li> </ul>
		<p><b>Submit "Ann. Bibliography" title selection (Bb)</b> <b>Submit F. E. Observation #1 (Bb) due Sept 12</b></p> <ul style="list-style-type: none"> <li>Read Ch. 3 (H)</li> <li>Prepare “Ann. Bibliography” (H)</li> <li>Group work scores begin (scores to be reflected on Discussion each week)</li> </ul>
<b>Week 4 Module 2 (Ch. 3)</b>	<ul style="list-style-type: none"> <li>Historical perspective on U.S. pluralism legislative &amp; judicial landmarks</li> <li>Theoretical perspective to multicultural education</li> <li>Legislative and judicial landmarks</li> <li>Outcomes for today’s learners/programs</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #4 (Bb)</li> <li>Quiz #3 (Ch. 3) due to be taken (Bb)</li> </ul>
		<ul style="list-style-type: none"> <li>Read Ch. 4 (H)</li> <li>Prepare for “Ann. Bibliography” Presentation (H)</li> <li>Complete Field Experience Observation #1 (H)</li> </ul>
<b>Week 5 Module 2 (Ch. 4)</b>	<ul style="list-style-type: none"> <li>Exploring &amp; defining culture</li> <li>Applying the concept of culture</li> <li>The culture learning process</li> <li>Socializing agents, &amp; understanding cultural differences</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #5 (Bb)</li> <li>Quiz #4 (Ch.4) due to be taken (Bb)</li> </ul>
		<ul style="list-style-type: none"> <li>Read Ch. 5 (H)</li> </ul>
<b>Week 6 Module 2 (Ch. 5)</b>	<ul style="list-style-type: none"> <li>Today’s schools: where cultures intersect</li> <li>Cross-cultural psychology and interactions</li> <li>Applying the culture-general model</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #6 (Bb)</li> <li>Quiz #5 (Ch. 5) due to be taken (Bb)</li> </ul>
		<p><b>Submit F. E. Observation #2 (Bb) due Oct 3</b></p> <ul style="list-style-type: none"> <li>Complete Field Experience Observation #2 (H)</li> <li>Read Ch. 6 (H)</li> </ul>
<b>Week 7 Module 3 (Ch. 6)</b>	<ul style="list-style-type: none"> <li>Developmental models of ethnic &amp; racial identity</li> <li>Intercultural competence</li> <li>Developing intercultural sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #7 (Bb)</li> <li>Quiz #6 (Ch. 6) due to be taken (Bb)</li> </ul>
		<p><b>Submit “Ann. Bibliography” project due Oct 10</b></p> <ul style="list-style-type: none"> <li>Read Ch. 7 (H)</li> </ul>
<b>Week 8 Module 3 (Ch. 7)</b>	<ul style="list-style-type: none"> <li>Understanding race, ethnicity, and prejudice</li> <li>Strategies for reducing prejudice</li> <li>Improving intergroup relations</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #8 (Bb)</li> <li>Quiz #7 (Ch. 7) due to be taken (Bb)</li> </ul>
		<ul style="list-style-type: none"> <li>Read Ch. 8 (H)</li> </ul>
<b>Week 9 Module 4 (Ch. 8)</b>	<ul style="list-style-type: none"> <li>Education in a global society</li> <li>Curriculum development with a global purpose</li> <li>What students should study/how teachers should teach</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #9 (Bb)</li> <li>Quiz #8 (Ch. 8) due to be taken (Bb)</li> </ul>
		<p><b>Submit F. E. Observation #3 (Bb) due Oct 24</b></p> <ul style="list-style-type: none"> <li>Read Ch. 9(H)</li> <li>Begin work on Classroom Management Project (H)</li> <li>Complete Field Experience Observation #3 (H)</li> </ul>
<b>Week 10 Module 4 (Ch. 9)</b>	<ul style="list-style-type: none"> <li>What are learning communities</li> <li>Characteristic of learning communities</li> <li>Variations in culture, language, and learning style</li> <li>Perspectives on second-language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #10 (Bb)</li> <li>Quiz #9 (Ch. 9) due to be taken (Bb)</li> </ul>
		<ul style="list-style-type: none"> <li>Read Ch. 10 (H)</li> </ul>
<b>Week 11 Module 4 (Ch. 10)</b>	<ul style="list-style-type: none"> <li>Religious pluralism in the U.S.</li> <li>Perspectives on religion &amp; schooling in the U.S.</li> <li>Classrooms that attend to religious pluralism</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #11 (Bb)</li> <li>Quiz #10 (Ch. 10) due to be taken (Bb)</li> </ul>
		<p><b>Submit Teaching Philosophy (Bb) due Nov 7</b></p> <ul style="list-style-type: none"> <li>Read Ch. 11(H)</li> <li>Prepare Teaching Philosophy for submission (H)</li> </ul>
<b>Week 12 Module 5</b>	<ul style="list-style-type: none"> <li>Rationale for collaborative teaching &amp; learning</li> <li>Characteristics of a collaborative classroom</li> </ul>	<ul style="list-style-type: none"> <li>Post response to Discussion #12 (Bb)</li> <li>Quiz #11 (Ch. 11) due to be taken (Bb)</li> </ul>
		<p><b>Submit F. E. Observation #4 (Bb) due Nov 14</b></p>

<b>(Ch. 11)</b>	<ul style="list-style-type: none"> <li>How do gender equity and ethical issues related to gender &amp; sexuality fit into collaborative classrooms?</li> </ul>	<ul style="list-style-type: none"> <li>Read Ch. 12 (H)</li> <li>Prepare Lesson Plans for submission.</li> </ul>
<b>Week 13 Module 5 (Ch. 12)</b>	<ul style="list-style-type: none"> <li>What does developmentally appropriate mean/not mean and why is it important?</li> <li>Characteristics of developmentally appropriate classrooms</li> <li>Perspectives on age and development</li> </ul>	<ul style="list-style-type: none"> <li>Quiz #12 (Ch. 12) due to be taken (Bb)</li> </ul>
		<b>Submit Annotated Bibliography Review due Nov 21</b>
<b>Week 14 Module 5 (Ch. 13)</b>	<ul style="list-style-type: none"> <li>What is exceptionality?</li> <li>Characteristics of inclusive classrooms</li> <li>Making inclusive teaching work</li> </ul>	<ul style="list-style-type: none"> <li>Read Ch. 13 (H)</li> <li>Complete Field Experience Observation #4 (H)</li> </ul>
		<ul style="list-style-type: none"> <li>Quiz #13 (Ch. 13) due to be taken (Bb)</li> <li>Do online course evaluation &amp; earn bonus points for Portfolio score (H)</li> </ul>
		<b>Submit Lesson Plan Online November 28, 2021</b>
<b>Week 15</b>	<ul style="list-style-type: none"> <li>Equitable education for all: impact of social class and social status</li> <li>Perspectives on assessment &amp; educational equity</li> <li>Teachers and the “self-fulfilling prophecy”</li> <li>Where are we today and where do we need to go?</li> </ul>	
<b>Week 16</b>	<b>Final Week of Class</b>	<b>Submit F. E. Observation #5 due Dec. 5. Final Week all items due on (Bb) Wednesday, December 5<sup>th</sup>.</b>

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## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook. <[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of the student’s work and performance is also not an admissible basis for a grade appeal.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 2.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

**FOR ONLINE COURSES:**

**Technology Outage Policy:** Students are responsible for completing all course work by the due dates stated in the syllabus. Occasionally the College may experience emergency campus-wide technology outages, should this occur during a Quiz or submission of an Assignment, you will need to notify the instructor. You will need the Quiz to be reset or for the instructor to extend assignment due date. The assignment due date will be extended or the quiz will be reset after the campus-wide outage is confirmed by Informational Technology. An Announcement will be sent to all students relaying the information about the new due date for the assignment or quiz.

In case of a personal technology issue or if you have questions about an assignment or need clarification of requirements, you are expected to contact the instructor using Course Email. The College has a number of [computer labs](#) so access to requisite technology needed to complete assignments should not be an issue.

**Course Communication:** Online course communication will be conducted through the Blackboard Messages tool. The “Mail” link is located in the Course Menu under “Communication”. You must monitor and respond to instructor-initiated Blackboard e-mail within 3 calendar days. The instructor will likewise monitor and respond



to Blackboard student-initiated e-mail within 3 calendar days. (This does not apply to weekends or during periods when COM is officially closed.) Feedback will be provided on Blackboard by accessing the My Grades tool on the Course Menu.

**Netiquette:** When communicating via the online mechanisms of this course it is important to remember that those communications are conducted in a public forum and should reflect a level of professionalism reflective of that forum. At a minimum such communications should be respectful of others and use appropriate writing mechanics (spelling, grammar, etc.).

For more information, go to: <http://www.studygs.net/netiquette.htm>

**Technology Requirement** (optional but strongly encouraged)

Mozilla Firefox is the recommended Blackboard browser <http://www.mozilla.org/enUS/firefox/new/> and other software, required plug-ins or applications can be found at the [Education Technology Services.](#)

Students will need internet access for successful completion of this course. College of the Mainland has a number of [COM Computer Labs](#) for students to access the internet.

Routine Blackboard Maintenance is scheduled periodically and is noted on *Blackboard*.