



**Course Syllabus**  
**Introduction to Special Populations**  
**EDUC 2301**

<b>Semester with Course Reference Number (CRN)</b>	Spring, 2017 Second Start CRN 16157						
<b>Instructor contact information (phone number and email address)</b>	Dee Magallanes M Ed Dee.magallanes@hccs.edu						
<b>Office Location and Hours</b>	Office hours: by appointment						
<b>Course Location/Times</b>	Online						
<b>Course Semester Credit Hours (SCH) (lecture, lab) If applicable</b>	<table border="1"> <tr> <td>Credit Hours</td> <td>3.00</td> </tr> <tr> <td>Lecture Hours</td> <td>3.00</td> </tr> <tr> <td>Laboratory Hours</td> <td></td> </tr> </table>	Credit Hours	3.00	Lecture Hours	3.00	Laboratory Hours	
Credit Hours	3.00						
Lecture Hours	3.00						
Laboratory Hours							
<b>Total Course Contact Hours</b>	48						
<b>Course Length (number of weeks)</b>	12 weeks						
<b>Type of Instruction</b>	Online						
<b>Course Description:</b>	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. <u>Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.</u>						
<b>Course Prerequisite(s)</b>	EDUC 1301						
<b>Academic Discipline/CTE Program Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will explain the purposes of schooling and contexts of classrooms with an emphasis on the characteristics of exceptional students in the regular and special education classroom.</li> <li>2. Students will analyze and evaluate teacher preparation programs, effective teaching strategies, their own employability, and the role of educators as they decide whether</li> </ol>						

	<p>teaching could be a satisfying career for them.</p> <ol style="list-style-type: none"> <li>3. Students will describe the characteristics of a specific type of exceptional learner including pre-referral interventions that should or could be used, modifications that must be made after referral, and legal implications.</li> <li>4. Students will explore, examine, and evaluate one of the current issues affecting the field of education today, such as instructional methods, learning, curriculum, students, teachers, families, administration, school policy, or school law.</li> </ol>
<b>Course Student Learning Outcomes (SLO)</b>	<p>Upon successful completion of this course, students will:</p> <ol style="list-style-type: none"> <li>1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.</li> <li>2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.</li> <li>3. Describe the impact of socio-economic status on learning and creating equitable classrooms.</li> <li>4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.</li> </ol>
<b>Learning Objectives</b> (Linked to Student Learning Outcomes, e.g., 1.1, 1.2, 1.3, etc.)	<ol style="list-style-type: none"> <li><b>1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.</b> <ol style="list-style-type: none"> <li>1. Recognize the definition of exceptional children.</li> <li>2. Explain Individualized Education Program (IEP).</li> </ol> </li> <li><b>2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.</b> <ol style="list-style-type: none"> <li>2.1 Explain least restrictive environment.</li> <li>2.2 Develop Individual Education Program goals.</li> </ol> </li> <li><b>3. Describe the impact of socio-economic status on learning and creating equitable classrooms.</b></li> <li><b>4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.</b></li> </ol>
<b>SCANS and/or Core Curriculum Competencies: If applicable</b>	<p><b>(R)</b> Students will demonstrate the ability to understand, analyze and interpret a variety of printed materials, books, articles, and documents.</p> <p><b>(W)</b> Students will demonstrate the ability to produce clear, correct, and coherent Prose adapted to a specific purpose, occasion, and audience.</p> <p><b>(CT)</b> Students will demonstrate methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct and alternative strategies.</p>
<b>Course Calendar</b>	See calendar posted at end of this syllabus.
<b>Instructional Methods</b>	<p>HCC Online (100%)</p> <p>Note: A variety of instructional strategies will be used throughout the semester. Examples of such include class, discussions, simulations, lectures, group projects, videotapes/DVD viewings, and Internet searches.</p>

<b>Required Component</b>	<p>This course includes at least one of the following required components:</p> <p>Practicum assignment, key assessment, <b>field experience hours</b>, and/or First Aid/CPR certification. If this assignment is not completed with <b>70%</b> of possible points, you will not receive a passing grade in this class. Your instructor will explain the required component identified for this course-<u>field experience and reflection report</u>.</p> <p style="text-align: center;"><b>**Field Experience Required in a Special Needs Setting</b></p>														
<b>Student Assignments</b>	<p>2 Discussion Postings, 14 Chapter Assignments, and a 16 hour field experience in a special needs setting, along with a Field Experience Reflection report and floor plan.</p>														
<b>Student Assessment(s)</b>	<p>Discussions, chapter assignments, Field Experience Report, midterm and final exams.</p>														
<b>Instructor's Requirements</b>	<p>Students log in and check email at least three times per week, read all assigned work, submit all assignments in Canvas; <b>no late assignments accepted</b>.</p>														
<b>Program/Discipline Requirements: If applicable</b>	<p><b>NOTICE</b> This course of study would not be appropriate for anyone who falls into the following category as noted by the Texas Department of Family and Protective Services: "No person with a conviction or who is under indictment for, or is the subject of an official criminal complaint alleging violation of any of the crimes listed as a felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care."</p> <p><b>Required Component Assignments/Key Assessments Revision Policy:</b> Only one revision allowed per student on key assessments and required component assignments. The maximum grade a student can earn on a revised assignment is 70 % of the possible points. If a student uses any tutoring service, he or she must take/send assignment description or directions with the first draft. <b>IF</b> the student does not pass the assignment the first time, any or all of the following will be required:</p> <ol style="list-style-type: none"> <li>a. Conference with professor</li> <li>b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request): <ul style="list-style-type: none"> <li>• <b>APA Tutorials</b> <a href="http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658">http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658</a></li> <li>OR</li> <li>• <a href="http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html">http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html</a></li> <li>• <b>Plagiarism Tutorial</b> <a href="http://www.lib.usm.edu/legacy/plaq/plagiarismtutorial.php">http://www.lib.usm.edu/legacy/plaq/plagiarismtutorial.php</a></li> </ul> </li> <li>c. See an in-person tutor at professor's discretion</li> </ol>														
<b>HCC Grading Scale</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">A = 100 - 90</td> <td style="width: 50%;">4 points per semester hour</td> </tr> <tr> <td>B = 89 - 80</td> <td>3 points per semester hour</td> </tr> <tr> <td>C = 79 - 70</td> <td>2 points per semester hour</td> </tr> <tr> <td>D = 69 - 60</td> <td>1 point per semester hour</td> </tr> <tr> <td>F = 59 and below</td> <td>0 points per semester hour</td> </tr> <tr> <td>FX (Failed due to non-attendance)</td> <td>0 points per semester hour</td> </tr> <tr> <td>IP (In Progress)</td> <td>0 points per semester hour</td> </tr> </table>	A = 100 - 90	4 points per semester hour	B = 89 - 80	3 points per semester hour	C = 79 - 70	2 points per semester hour	D = 69 - 60	1 point per semester hour	F = 59 and below	0 points per semester hour	FX (Failed due to non-attendance)	0 points per semester hour	IP (In Progress)	0 points per semester hour
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	<table border="1"> <tr> <td>W (Withdrawn)</td> <td>0 points per semester hour</td> </tr> <tr> <td>I (Incomplete)</td> <td>0 points per semester hour</td> </tr> <tr> <td>AUD (Audit)</td> <td>0 points per semester hour</td> </tr> </table> <p><b>FX</b> is the assigned grade if a student stopped attending class and fails to withdraw prior to the last official day for withdrawals for the semester. The instructor will note the last day the student attended the class for record. The grade of FX cannot be changed once assigned. <b>IP</b> (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. <b>COM</b> (Completed) is given in non-credit and continuing education courses. In the event of a <b>W</b> (Withdrawn), no grade is given; see Student Handbook for more details. Note that <u>only six W's are allowed</u>. In the event of an <b>I</b> (Incomplete), students must arrange with the instructor to complete the course within 6 months or <u>the I converts to an F</u>). Grades are available online within one week of the end of the course on the website <a href="http://www.hccs.edu">www.hccs.edu</a>. Students needing an official copy of their grades for reimbursement, etc., may request a copy from the Office of Student Records at the System Administration Building. The grades "IP," "COM" and "I" do not affect GPA.</p>	W (Withdrawn)	0 points per semester hour	I (Incomplete)	0 points per semester hour	AUD (Audit)	0 points per semester hour						
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I (Incomplete)	0 points per semester hour												
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<b>Instructor Grading Criteria</b>	<p>A=750-675  B= 674- 600  C= 599-525  D= 524-450  &lt; 449 = F</p> <p><b>Assessments</b></p> <table> <tr> <td>Chapter Quizzes (10 @ 5 points each)</td> <td>50</td> </tr> <tr> <td>Chapter assignments (14 @ 25 points)</td> <td>350</td> </tr> <tr> <td>Discussion Postings (2 @ 25 points each)</td> <td>50</td> </tr> <tr> <td>2 short answer essay tests (2@100)</td> <td>200</td> </tr> <tr> <td>Field Study Project</td> <td>100</td> </tr> <tr> <td><b>Total=</b></td> <td><b>750</b></td> </tr> </table>	Chapter Quizzes (10 @ 5 points each)	50	Chapter assignments (14 @ 25 points)	350	Discussion Postings (2 @ 25 points each)	50	2 short answer essay tests (2@100)	200	Field Study Project	100	<b>Total=</b>	<b>750</b>
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Field Study Project	100												
<b>Total=</b>	<b>750</b>												
<b>Instructional Materials</b>	<p>Heward, W. L., Alber-Morgan, S.R., &amp; Konrad, M. (2017). <i>Exceptional children: An introduction to special education</i> (11th ed.). Upper Saddle River, NJ: Pearson Education.</p> <p>(NOTE: An access code for an online supplement, Revel, comes packaged with the textbook. Consult your professor regarding the use of Revel in your class.)</p>												
<b>EGLS3 – Evaluation for Greater Learning Student Survey System</b>	<p>At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short online survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the survey as part of the Houston Community College Student System online near the end of the term.</p>												
<b>Access Student Services Policies on their website:</b>	<p><a href="http://www.hccs.edu/district/about-us/policies/d-student-services/">http://www.hccs.edu/district/about-us/policies/d-student-services/</a></p>												
<b>Attendance Policy</b>	<p>For a 3-credit-hour lecture class, meeting 3 hours per week (48 hours of instruction), you can be dropped after 6 hours of absence. The 6 hours includes accumulated minutes late to class and leaving class early.</p>												

<p><b>Access HCC Online (distance education) Policies on their website:</b></p>	<p><a href="http://www.hccs.edu/online/">http://www.hccs.edu/online/</a></p>
<p><b>HCC Online Attendance Policy</b></p>	<p>All students are expected to attend classes regularly, thus online students must log in to the course on a regular basis. Online students who do not log in and actively participate before the Official Day of Record will be AUTOMATICALLY dropped for non-attendance. Completing the HCC Online orientation does not count towards attendance.</p> <p>Active participation means turning in assignments each week. If you are having technical difficulties and cannot log in, you must immediately contact your professor and the <i>Eagle Online</i> Help desk or you will be counted as absent.</p>
<p><b>Title IX</b></p>	<p>HCC is committed to providing a learning and working environment that is free from discrimination on the basis of sex which includes all forms of sexual misconduct. Title IX of the Education Amendments of 1972 requires that when a complaint is filed, a prompt and thorough investigation is initiated. Complaints may be filed with the HCC Title IX Coordinator available at 713 718-8271 or email at <a href="mailto:oiie@hccs.edu">oiie@hccs.edu</a>.</p> <p>Title IX of the Education Amendments of 1972 requires that institutions have policies and procedures that protect students' rights with regard to sex/gender discrimination. Information regarding these rights is on the HCC website under Students-Anti-discrimination. Students who are pregnant and require accommodations should contact any of the ADA Counselors for assistance.</p> <p>It is important that every student understands and conforms to respectful behavior while at HCC. Sexual misconduct is not condoned and will be addressed promptly. Know your rights and how to avoid these difficult situations by logging in from your HCC student email account, go to <a href="http://www.edurisksolutions.org">www.edurisksolutions.org</a> Go to the button at the top right that says <b>Login</b> and click. Enter your student number.</p>

	Chapter Title	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February	Week 1	12	13	14	15	16	17	18
	Read all course Content and Guideline; READ ALL course resources under Topics 1-3							
	Week 2	19	20	21	22	23	24	25
	Chapter 1: Purpose and Promise of Sp.Ed.  Chapter 2: Planning/Providing Sp.Ed.						Task 1 and 2 due by 11:59pm	Weekly Quiz
March	Week 3	26	27	28	1	2	3	4
	Chapter 3: Parents, Families and Diversity  Chapter 4: Intellectual/Developmental Disabilities						Task 3 and 4 due by 11:59pm	Weekly Quiz
	Week 4	5	6	7	8	9	10	11
	Chapter 5: Learning Disabilities  Chapter 6: Emotional and Behavioral Disorders				Discussion #1 due		Task 5 and 6 due by 11:59pm	Weekly Quiz
March	Week 5	12	13	14	15	16	17	18
	Spring Break							
	Week 6	19	20	21	22	23	24	25
							(100 pts) Midterm TESTING WINDOW	

	<b>Week 7</b> Chapter 7: Autism Spectrum Disorders	26	27	28	29	30	31 Task 7 due by 11:59pm	1 Weekly Quiz
	<b>Week 8</b> Chapter 8: Communication Disorders Chapter 9: Deafness and Hearing Loss	2	3	4	5	6	7 Tasks 8 and 9 due by 11:59pm	8 Weekly Quiz
	<b>Week 9</b> Chapter 10: Blindness and Low Vision	9	10	11	12	13	14 Tasks 10 due by 11:59pm	15 Weekly Quiz
	<b>Week 10</b> Chapter 11: Physical Disabilities Chapter 12: Low-incidence Disabilities	16	17	18	19	20	21 Tasks 11 and 12 due by 11:59pm	22 Weekly Quiz
<b>April</b>	<b>Week 11</b>	23	24	25	26	27	28 Field Experience Report due 11:59pm	29
	<b>Week 12</b> Chapter 13: Giftedness and Talent Chapter 14: Early Childhood Special Ed/Adapting Toy and materials Chapter 15: Transitioning	30	1	2	3	4	5 Task 13 and 14 due by 11:59 pm  No task 15 due	6 Weekly Quiz
<b>May</b>	<b>Week 13</b>	7	8	9	10	11	12	13
			(100 pts)Final Exam TESTING WINDOW					

	Chapter Title	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
February	Week 1	12	13	14	15	16	17	18
	Read all course Content and Guideline; READ ALL course resources under Topics 1-3							
	Week 2	19	20	21	22	23	24	25
	Chapter 1: Purpose and Promise of Sp.Ed.  Chapter 2: Planning/Providing Sp.Ed.						Task 1 and 2 due by 11:59pm	
	Week 3	26	27	28	1	2	3	4
	Chapter 3: Parents, Families and Diversity  Chapter 4: Intellectual/Developmental Disabilities						Task 3 and 4 due by 11:59pm	
March	Week 4	5	6	7	8	9	10	11
	Chapter 5: Learning Disabilities  Chapter 6: Emotional and Behavioral Disorders				Discussion #1 due		Task 5 and 6 due by 11:59pm	
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	Spring Break							
	Week 6	19	20	21	22	23	24	25
	Chapter 7: Autism Spectrum Disorders						Task 7 due by 11:59pm	



	<b>Week 7</b>	26	27	28	29	30	31	1
							(100 pts) Midterm TESTING WINDOW	
	<b>Week 8</b>	2	3	4	5	6	7	8
	Chapter 8: Communication Disorders						Tasks 8 and 9 due by 11:59pm	
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			(100 pts) Final Exam TESTING WINDOW					

