



Course Syllabus Introduction to Special Populations EDUC 2301

Semester with Course Reference Number (CRN)	Spring, 2015 CRN 45986	
Instructor contact information (phone number and email address)	Katherine A. Abba 713 718 7810 Katherine.abba@hccs.edu	
Office Location and Hours	Stafford Campus, SW Scarcella E120A By appointment	
Course Location/Times	Distance Education	
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours	3.00
	Lecture Hours	3.00
	Laboratory Hours	
Total Course Contact Hours	48	
Continuing Education Units (CEU): if applicable		
Course Length (number of weeks)	16 weeks	
Type of Instruction	Lecture Field Experience Required in a Special Needs Facility	
Course Description:	EDUC 2301 introduces the student to the medical, psychological and social, and personal characteristics of exceptional students in the regular and special education classroom. Issues related to special education are introduced. These include an overview of terminology, laws, policies, and practices that are consistent with the exceptional child's right to receive an appropriate education in the least restrictive environment; diversity and exceptionality; infants and	

children with special needs; families of exceptional children; the use of technology in special education; and transition to work and community living.

Course Prerequisite(s)	PREREQUISITE(S): EDUC 1301
Academic Discipline/CTE Program Learning Outcomes	<ol style="list-style-type: none"> 1. Provide students with an opportunity to examine teacher preparation programs, effective teaching strategies, employability, and the role of educators as they decide whether teaching could be a satisfying career for them. 2. Provide an overview of schooling and classrooms with an emphasis on the medical, psychological, social and personal characteristics of exceptional students in the regular and special education classroom.
Course Student Learning Outcomes (SLO): 4 to 7	<ol style="list-style-type: none"> 1. Understand the definition of exceptional children. 2. Develop an understanding of the laws that governing the exceptional child. 3. Develop an idea of the best practices in providing special education services. 4. Develop an awareness of special education and cultural diversity. 5. Develop methods of working with children of various disabilities.
Learning Objectives (Numbering system should be linked to SLO - e.g., 1.1, 1.2, 1.3, etc.)	<p>Understand the definition of exceptional children.</p> <ol style="list-style-type: none"> 1. Recognize the definition of exceptional children. <p>Develop an understanding of the laws that governing the exceptional child.</p> <p>Develop an idea of the best practices in providing special education services.</p> <ol style="list-style-type: none"> 3.1 Explain Individualized Education Program (IEP). 3.2 Explain least restrictive environment. <p>Develop an awareness of special education and cultural diversity.</p> <p>Develop methods of working with children of various disabilities.</p> <ol style="list-style-type: none"> 5.1 Develop Individual Education Program goals.
SCANS and/or Core Curriculum Competencies: If applicable	<p>(R) Students will demonstrate the ability to understand, analyze and interpret a variety of printed materials, books, articles, and documents.</p> <p>(W) Students will demonstrate the ability to produce clear, correct, and coherent prose adapted to a specific purpose, occasion, and audience.</p> <p>(CT) 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>
Course Calendar	See Below
Instructional Methods	Distance (100%)
Required Component	This course includes at least one of the following required components: practicum assignment, key assessment, field experience hours, and/or First Aid/CPR certification. If this assignment is not completed with 70% 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> .
Student Assignments	2 Discussion Postings, 10 Terminology Quizzes, 14 Chapter Assignments, and a 16 hour field experience in a special needs setting, along with report and floor plan.

Student Assessment(s) Discussions, chapter assignments, Field Experience Report, midterm and final exams.

Instructor's Requirements Students log in at least three times per week, read all assigned work, submit all assignments in the assignment tool; **no late assignments accepted.**
Academic English required for all assignments.

Program/Discipline Requirements: If applicable **NOTICE** 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."

HCC Grading Scale

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
59 and below = F	0 points per semester hour
IP (In Progress)	0 points per semester hour
W(Withdrawn)	0 points per semester hour
I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades "IP," "COM" and "I" do not affect GPA.

See "Health Science Program/Discipline Requirements" for grading scale.

Instructor Grading Criteria

Grading Scale

A = 750-676
B = 675-600
C = 599-525
D = 524-450
449 and below = F

Assessments

Chapter assignments (10 @ 25 points)	350
Terminology (10 @ 5 points)	50
Discussion Postings(2 @ 25 points each)	50
2 short answer essay tests(2@100)	200
Field Study Project	100
Total=	750

Instructional Materials **REQUIRED TEXT:** Heward, W. L. (2013). *Exceptional children: An introduction to special education* (10th ed.). Upper Saddle River, NJ: Pearson Education, Ltd.

EGLS3 – Evaluation for Greater 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

Learning Student Survey System

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.

HCC Policy Statement:

Access Student Services Policies on their Web site: <http://hccs.edu/student-rights>

Distance Education and/or Continuing Education Policies

Access DE Policies on their Web site: [http://de.hccs.edu/Distance Ed/DE Home/faculty resources/PDFs/DE Syllabus.pdf](http://de.hccs.edu/Distance%20Ed/DE%20Home/faculty%20resources/PDFs/DE%20Syllabus.pdf)

Access CE Policies on their Web site: <http://hccs.edu/CE-student-guidelines>

Course Calendar

Week 1:	Introduction/Course Content and Guidelines; READ ALL course resources under Topics 1, 2, and 3; read chapter 1
Week 1: 01/20 – 01/25	Topic 1/Chapter 1: Purpose and Promise of Special Education/ Task 1 due 1/25
Week 2: 01/26 – 02/01	Topic 2/Chapter 2: Planning/Providing Special Education/ Task 2 due 2/1
Week 3: 02/2 – 02/8	Topic 3/Chapter 3: Parents, Families and Diversity/ Task 3 due 2/08
Week 4: 02/9 – 02/15	Topic 4/Chapter 4: Intellectual/Developmental Disabilities / Task 4 due 2/15
Week 5: 02/16 – 02/22	Topic 5/Chapter 5: Learning Disabilities/ Task 5 due 2/22
Week 6: 02/23 – 03/01	Topic 6/Chapter 6: Emotional and Behavioral Disorders/ Task 6 due 3/1
Week 7: 03/02 – 03/08	Topic 7/ ONLINE MIDTERM 3/7- 3/9 Topic 11/ Chapter 7: Autism Spectrum Disorders / Task 7 due 3/8
Week 8: 03/9 – 03/15	Topic 8/Chapter 8: Communication Disorders/ Task 8 due 3/15
3/14- 3/22	Spring Break!
Week 9: 03/23 – 03/29	Topic 9/Chapter 9: Deafness and Hearing Loss/ Task 9 due 3/29
Week 10: 03/30 – 04/05	Topic 10/Chapter 10: Blindness and Low Vision/ Discussion 1 and Task 10 due 4/5 (March 31 Last day for Admin/Student Withdrawal)

Week 11: 04/06–04/12	Topic 11/Chapter 11: Physical Disabilities/ Task 11 due 4/12
Week 12: 04/13 - 04/19	Topic 12/Chapter 12: Low-incidence Disabilities/ Task 12 due 4/19
Week 13: 04/20 – 04/26	Topic 13/Chapter 13: Giftedness and Talent/ Task 13 due 4/26
Week 14: 04/27 – 05/03	Topic 14/Chapter 14: Early Childhood Special Ed./Adapting Toys &Materials/ Task 14 due Field Experience Report due 5/3. No reports accepted after this date.
Week 15: 05/04-07	Topic 15/Chapter 15: Transitioning/ Discussion 2 due 5/4
Week 16: 05/08 – 05/10	Topic 15/Finals Week/ ONLINE FINAL EXAM 5/08-5/10