Course Syllabus

Introduction to Special Populations
EDUC 2301

Semester with Course Reference Number (CRN)	Spring, 2017 CRN 18813
Instructor contact information (phone number and email address)	Katherine A. Abba, Ph.D. Katherine.abba@hccs.edu 713 718 5471
Office Location and Hours	Central Campus, EDC Building , Rm. D-106 Office hours: Monday, 11:00am-2:00pm, or, by appointment
Course Location/Times	Stafford Campus, Scarcella Building W115
Course Semester Credit Hours (SCH) (lecture, lab) If applicable	Credit Hours 3.00 Lecture Hours 3.00 Laboratory Hours
Total Course Contact Hours	48
Course Length (number of weeks)	16 weeks
Type of Instruction	Lecture (see **Instructional Methods** below, as well)

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. Must include a minimum of 16 contact hours of field experience in P-12 classrooms with special populations.

Course Prerequisite(s) EDUC 1301

Academic Discipline/CTE Program Learning Outcomes

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.
2. Students will analyze and evaluate teacher preparation programs, effective teaching strategies, their own employability, and the role of educators as they decide whether teaching could be a satisfying career for them.
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.
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.

Course Student Learning Outcomes (SLO)

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.

Learning Objectives (Linked to Student Learning Outcomes, e.g., 1.1, 1.2, 1.3, etc.)

1. Describe the characteristics of exceptional learners (e.g. Learning Disabilities, Gifted and Talented), including legal implications.

1.1 Recognize the definition of exceptional children.

1.2 Explain Individualized Education Program (IEP).

2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, ethnicity) and how diversity impacts learning.

2.1 Explain least restrictive environment.
2.2 Develop Individual Education Program goals.
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.

SCANS and/or Core Curriculum Competencies: If applicable	**(R)** Students will demonstrate the ability to understand, analyze and interpret a variety of printed materials, books, articles, and documents. **(W)** Students will demonstrate the ability to produce clear, correct, and coherent Prose adapted to a specific purpose, occasion, and audience. **(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.
Course Calendar	See calendar posted at end of this syllabus.
Instructional Methods	A variety of instructional strategies will be used throughout the semester. Examples of such include class discussions, simulations, lectures, guest speakers, group projects, videotapes/DVD viewings, and Internet searches.
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-field experience and reflection report. ****Field Experience Required in a Special Needs Setting**
Student Assignments	A 16 hour field experience in a special needs setting, along with a Field Experience Reflection report and floor plan; 2 instructor assignments, group project
Student Assessment(s)	All assignments, and chapter quizzes, Field Experience Report and hours, midterm and final exams.
Instructor's Requirements	Students log in and check email at least three times per week, read all assigned work, submit all assignments in Canvas; **no late assignments accepted.**

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."

Required Component Assignments/Key Assessments Revision Policy: 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. **IF** the student does not pass the assignment the first time, any or all of the following will be required:

a. Conference with professor
b. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request):

- **APA Tutorials**
  http://flash1r.apa.org/apastyle/basics/index.htm?_ga=1.19617784.1771959994.1463149658

  OR

- http://www.lib.usm.edu/legacy/tutorials/apatutorial/definition.html
- **Plagiarism Tutorial**
  http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

c. See an in-person tutor at professor's discretion

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
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
W (Withdrawn)	0 points per semester hour

I (Incomplete)	0 points per semester hour
AUD (Audit)	0 points per semester hour

FX 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. **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. In the event of a **W** (Withdrawn), no grade is given; see Student Handbook for more details. Note that only six W's are allowed. In the event of an **I** (Incomplete), students must arrange with the instructor to complete the course within 6 months or the **I** converts to an **F**). Grades are available online within one week of the end of the course on the website www.hccs.edu. 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.

Instructor Grading Criteria

A= 750-675
B= 674- 600
C= 599-525
D= 524-450
F= < 449

Assessments

Chapter Quizzes (counts for midterm, 10 @ 15 points ea.)	150
4 Assignments (4 @ 50 points)	200
Group Presentation	100
1 Final Exam (1 @150)	150
Field Experience Hours/Paper	100
Total =	700

Instructional Materials

Heward, W. L., Alber-Morgan, S.R., & Konrad, M. (2017). *Exceptional children: An introduction to special education* (11th ed.). Upper Saddle River, NJ: Pearson Education.

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.
Access Student Services Policies on their website:	http://www.hccs.edu/district/about-us/policies/d-student-services/
Attendance Policy	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.
Access HCC Online (distance education) Policies on their website:	http://www.hccs.edu/online/
HCC Online Attendance Policy	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. 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 *Eagle Online* Help desk or you will be counted as absent.
Title IX	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 oie@hccs.edu. 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. 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 www.eduriskssolutions.org Go to the button at the top right that says **Login** and click. Enter your student number.

Course Calendar

Week 1:1/17-19	Introductions/Course Content and Guidelines; **READ ALL course resources; sign on to Canvas**
Week 2:1/24-1/26	Chapter 1: Purpose and Promise of Special Education Reading Quiz
Week 3: 1/31-2/2	Chapter 2: Planning/Providing Special Education **IEP Simulation in class** Reading Quiz
Week 4: 2/7-2/9	Chapter 3: Parents, Families and Diversity Reading Quiz **Task 1: Preferral Strategy**
Week 5: 2/14-2/16	Chapter 4: Intellectual/Developmental Disabilities Reading Quiz
Week 6: 2/21-2/23	Chapter 5: Learning Disabilities Reading Quiz **Group Presentations due 2/23**
Week 7: 2/28-3/2	Chapter 6: Emotional and Behavioral Disorders Reading Quiz **Group Presentations due 3/2**
Week 8: 3/7-3/9	Chapter 7: Autism Spectrum Disorders Reading Quiz **Task 2: Behavioral Management Strategies**
3/13- 3/19	*Spring Break!*
Week 9:3/21-3/23	Chapter 8: Communication Disorders **Task 3 due 3/23**
Week 10:3/28-3/30	Chapter 9: Deafness and Hearing Loss Reading Quiz **Group Presentations due 3/30**
Week 11: 4/4- 4/6	Chapter 10: Blindness and Low Vision Reading Quiz
Week 12: 4/11- 4/13	Chapter 11: Physical Disabilities **Task 4 due 4/13**
Week 13:4/18-4/20	Chapter 12: Low-incidence Disabilities Reading Quiz
Week 14: 4/25-4/27	Chapter 13: Giftedness and Talent **Field Experience Report due 4/29.** **No reports accepted after this date.**
Week 15: 5/2-5/4	Chapter 14: Early Childhood Special Reading Quiz Chapter 15: Transitioning
Week 16: 5/9	Finals Weekend **ONLINE FINAL EXAM 5/5-5/7**