



**Division of Liberal Arts, Humanities & Education
Education Department
Teacher Education Program**

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/>

EDUC 2301: Introduction to Special Populations | Lecture | #16677

Fall 2019 | 16 Weeks (8.26.2019-12.15.2019)

Online

3 Semester Credit Hours | 48 Contact hours per semester

Instructor Contact Information

Instructor:	Katherine A. Abba Ph.D.	Office Phone:	713-718-6303
Office:	Central Campus, D-108	Office Hours:	M 2:00pm-5:00pm
HCC Email:	katherine.abba@hccs.edu	Office Location:	Central Campus, EDC bldg.

Please feel free to contact me concerning any problems that you are experiencing in this course. Your performance in my class is very important to me. I am available to hear the concerns and just to discuss course topics.

Instructor's Preferred Method of Contact

katherine.abba@hccs.edu

I will respond to emails within 24 hours Monday through Friday; I will reply to weekend messages on Monday mornings. For online courses, use CANVAS email only.

What's Exciting About This Course

Who are *exceptional children*? What are the characteristics of exceptional learners? How are exceptional (or special) populations educated? This course provides an opportunity for you to explore these questions, and more, as you learn about the field of *special education*. You will discover the history of special education, including court cases and federal legislation that have helped shape the rights and practices related to special populations. As you progress through the course, your own view of special education will be further developed. A highlight for you this semester will be your field experience—an opportunity to visit special needs classrooms where you will see firsthand how theory is reflected in practice.

My Personal Welcome

Welcome to Introduction to Special Populations! I look forward to our learning journey together this semester. As you read and work through course materials, you may encounter

concepts that challenge you. Approach each challenge with determination to learn. I will provide support, resources, and feedback to guide you. HCC also provides numerous resources for students—including online and in-person tutoring, as well as many helpful resources through the HCC library. Take full advantage of the college resources available to you. Put in the hard work. Contact me with your course questions or concerns. Commit to starting and finishing the course successfully!

Prerequisites and/or Co-Requisites

EDUC 2301 requires that students must have taken EDUC 1301: Introduction to the Teaching Profession and students must be placed into college-level reading and college-level writing. Please carefully read and consider the repeater policy in the [HCCS Student Handbook](#).

Canvas Learning Management System

This section of EDUC 2301 will use [Canvas](https://eagleonline.hccs.edu) (<https://eagleonline.hccs.edu>) to supplement in-class assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. **USE [FIREFOX](#) OR [CHROME](#) AS THE INTERNET BROWSER.**

HCC Online Information and Policies

Here is the link to information about HCC Online classes including the required Online Orientation for all fully online classes: <http://www.hccs.edu/online/>

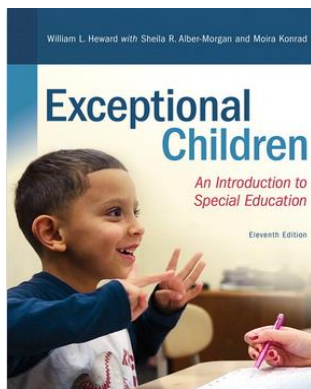
Scoring Rubrics, Sample Assignments, etc.

Check with your instructor or look in Canvas for the scoring rubrics for assignments, samples of class assignments, and other information to assist you in the course.

<https://eagleonline.hccs.edu/login/ldap>

Instructional Materials

Textbook Information



Text: 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.

Textbook Supplement: Access to **Revel** (online supplement to the text).

Note: The course textbook and Revel are digital. However, students may order a loose-leaf copy of the textbook through a link in Canvas, once the semester officially begins.

First-Day Access to the E-Book

This course is an HCC Textbook Savings course, also known as **First Day**. This means you will have access to the course E-Book and Revel on the **first day** of class **through a link in Canvas**. Through the Textbook Savings program, your textbook fee is lower than national textbook prices, and the fee is billed as part of your tuition and fees at HCC. Unless you opt out of Textbook Savings, you **do not need to purchase** the course textbook or access code for the supplement.

Other Instructional Resources

Tutoring

HCC provides free, confidential, and convenient academic support, including writing critiques, to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate. Visit the [HCC Tutoring Services](#) website for services provided.

Libraries

The HCC Library System consists of 9 libraries and 6 Electronic Resource Centers (ERCs) that are inviting places to study and collaborate on projects. Librarians are available both at the libraries and online to show you how to locate and use the resources you need. The libraries maintain a large selection of electronic resources as well as collections of books, magazines, newspapers, and audiovisual materials. The portal to all libraries' resources and services is the HCCS library web page at <http://library.hccs.edu>.

Supplementary Instruction

Supplemental Instruction is an academic enrichment and support program that uses peer-assisted study sessions to improve student retention and success in historically difficult courses. Peer Support is provided by students who have already succeeded in completion of

the specified course, and who earned a grade of A or B. Find details at <http://www.hccs.edu/resources-for/current-students/supplemental-instruction/>.

Course Overview

EDUC 2301 is 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.

Program Student Learning Outcomes (PSLOs)

Can be found at:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/>

Course Student Learning Outcomes (CSLOs)

Upon completion of EDUC 2301, the student will be able to:

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, and 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

SLO1. 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).

SLO2. Describe and analyze characteristics of diverse learners (e.g. language, gender, sexual orientation, race, and ethnicity) and how diversity impacts learning.

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

SLO3. Describe the impact of socio-economic status on learning and creating equitable classrooms.

SLO4. Demonstrate an understanding of the benefits and challenges of racial, ethnic, and other types of cultural diversity in the classroom.

Student Success

Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the textbook
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and criteria by which grades are determined.
- Facilitate an effective learning environment through learner-centered instructional techniques.
- Provide a description of assignments/projects.
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments.
- Provide the course outline and class calendar.
- Arrange to meet with individual students, as needed.

As a student, it is your responsibility to:

- Attend class in person and/or online.
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me.
- Read and comprehend the textbook.
- Complete the required assignments, projects, and exams.
- Seek help if you find you are not mastering the material, or if you are having difficulty with the technology utilized for this course.
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments.
- Attain a raw score of at least 70% on the field experience report/reflection.
- Complete a field experience of 16 hours.
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook

Assignments, Exams, and Activities

Required Component Assignments

Students are required to complete a Field Experience of 16 hours (including documented hours and other paperwork). Additionally, students are required to write a Field Experience Report/Reflection. The field hours and report are considered as program **required components/key assessments**. Note the following information regarding the two required components for this course:

1. **Field Experience of 16 Hours:** Field hours must be completed in P-12 **classrooms** with special populations. The field experience hours must take place in a **special needs classroom setting, not in a childcare center, not in a before- or after-school setting**. Required field experience forms must be completed, signed, and submitted to the instructor (forms will be provided by the instructor). **All 16 hours** must be completed in order to pass this course.
2. **Field Experience Report/Reflection** (based on the field experience hours) must be completed and earn a grade of at least **70%** in order to pass this course.

IMPORTANT: A student cannot pass this course if the field experience hours are incomplete and/or if the Field Experience Report/Reflection is not submitted, or if the paper does not earn a score of at least 70%.

Required Component Assignments/Key Assessments Revision Policy: Only one revision is allowed per student on key assessments and required component written 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)
- c. See an in-person tutor at professor's discretion

Exams

Both the Final Exam and Midterm are open-book, online, with multiple choice and short-answer essay questions. There is a two-hour time limit for each exam.

In-Class Activities

This course is online; the only in-class activities are those at your Field Experience site.

Final Exam

Both the Final Exam and Midterm are open-book, online, with multiple choice and short-answer essay questions.

Grading Formula

Assignment	Points Possible
Revel assignments (15 assignments)	800
Chapter Tasks (6 @25points)	150
Discussion Postings (2 @ 25points each)	50
Exams (midterm and final)	200
Field Experience hours and paper	100
TOTAL POINTS POSSIBLE	1300

Grade	Scale
A	1300 - 1170
B	1169 - 1040
C	1039 - 910
D	909 - 780
F	< 779

Incomplete Policy:

The grade of "I" (Incomplete) is conditional. Incompletes are at the discretion of the professor and aligned with departmental guidelines. The grade of "I" may be earned if a student is passing the course with a D or higher AND has completed at least half of the required components for the course. Additionally, the student must have a justifiable and documented reason for not completing the work on schedule.

If you receive an "I", you must arrange with the instructor to complete the coursework within six months. After the deadline, the "I" becomes an "F". All "I" designations must be changed to grades prior to graduation. The changed grade will appear on your record as "I"/Grade (example: "I/A").

HCC Grading Scale can be found on this site under Academic Information:
<http://www.hccs.edu/resources-for/current-students/student-handbook/>

Course Calendar

EDUC 2301 - Introduction to Special Populations

Date	Textbook Assignments	Assignments
Week 1: 8/26/19	Read Chapter 1 <i>Purpose and Promise of Special Education</i>	Introduction/Course Content and Guidelines; READ ALL course resources under the first three topics in our Canvas course. Introduce yourself due 8/31 Practice submitting due 8/31/19
Week 2: 9/2/19	Read Chapter 2 <i>Planning/ Providing Special Education</i>	Task 2 due 9/7 Revel assignment #1 AND #2 due 9/7
Week 3: 9/9/19	Read Chapter 3 <i>Parents, Families and Diversity</i>	Task 3 due 9/14 Revel assignment #3 due 9/14
Week 4: 9/16/19	Read Chapter 4 <i>Intellectual/ Developmental Disabilities</i>	Revel assignment #4 due 9/21
Week 5: 9/23/19	Read Chapter 5 <i>Learning Disabilities</i>	Discussion 1 due 9/28 Field Experience Confirmation Form due 9/28 Revel assignment #5 due 9/28
Week 6: 9/30/19	Read Chapter 6 <i>Emotional and Behavioral Disorders</i>	Revel assignment #6 due 10/5
Week 7: 10/7/19	Read Chapter 7 <i>Autism Spectrum Disorders</i>	Revel assignment #7 due 10/12
Week 8: 10/14/19	Read Chapter 8 <i>Communication Disorders</i>	Revel assignment #8 due 10/19 Online Mid-Term 10/16- 10/17
Week 9: 10/21/19	Read Chapter 9 <i>Deafness and Hearing loss</i>	Task 9 due 10/26 Revel assignment #9 due 10/26
Week 10: 10/28/19	Read Chapter 10 <i>Blindness and Low Vision</i>	Discussion-2 due 11/2 Revel assignment #10 due 11/2
Week 11: 11/4/19	Read Chapter 11 <i>ADHD, Health Impairments, and Physical Disabilities</i>	Task 11 due 11/9 Revel assignment #11 due 11/9
Week 12: 11/11/19	Read Chapter 12 <i>Low-incidence Disabilities</i>	Task 12 due 11/16 Revel assignment #12 due 11/16
Week 13: 11/18/19	Read Chapter 13 <i>Giftedness and Talent</i>	Task 13 due 11/23 Revel assignment #13 due 11/23
Week 14: 11/25/19	Read Chapter 14 <i>Early Childhood Special Education</i>	Field Experience Report due 11/30 Revel assignment #14 due 11/30
Week 15: 12/2/19	Read Chapter 15 <i>Transitioning to Adulthood</i>	Revel assignment #15 due 12/7
Week 16: Dec. 7-8	On line Final Exam	Online Final Exam (100pts) due 12/7-12/8

Syllabus Modifications

The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by email, and/or posting in Canvas, of any such changes.

Instructor's Practices and Procedures

Missed Assignments

Late assignments are not accepted, unless documentation of an emergency is provided that clearly indicates the date of the emergency coincided with the due date of the test or assignment. If you experience an emergency without documentation, you must phone the instructor to discuss. Options may be provided on a case-by-case basis.

Academic Integrity

HCC expects all students to conduct themselves with honor and integrity in fulfilling course requirements. Proceedings may be initiated by instructors, department chairs, and/or instructional deans against a student accused of a violation of academic integrity. "Scholastic Dishonesty" includes, but is not limited to cheating, plagiarism, and collusion. Discretion is given to the instructor as to the administration of consequences for academic integrity violations at the classroom level, subject to any rules imposed by the relevant program/division/center of excellence. Consequences might include such penalties as a 0 on the particular assignment, a mandatory retaking or redoing of the assignment in question, a significant deduction from the final overall course grade, dismissal from the course (if prior to the date of last withdrawal) or failure of the entire course.

<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Scholastic Dishonesty may also result in a referral to the Dean of Student Services.

Here's the link to the HCC information about academic integrity and scholastic dishonesty:

<http://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/>

Attendance Procedures

It is imperative that you attend class in order to be successful. Although ***it is your responsibility to drop a course for nonattendance***, the instructor has the authority to drop you for excessive absences or failing to turn in assignments for two weeks. You may be dropped from a course prior to the college drop deadline (see academic calendar) if you failing to participate and/or turn in assignments for two weeks. **Be aware that students can be dropped from an online class due to nonparticipation.**

"All students are expected to attend classes regularly, thus online students must login to their course(s) on a regular basis. Online students who do not login and actively participate before the Official Day of Record may be automatically withdrawn for non-attendance. An automatic withdrawal from a course does not erase the course from your record or excuse you from paying for the courses" (<https://www.hccs.edu/online/student-support/>).

Student Conduct

“According to its policy on student conduct, the Houston Community College views college-level students as adults who subscribe to a basic standard of conduct Moreover, a student’s membership in the community of scholars is a privilege and carries with it obligations to participate in and contribute to the educational mission of the college and to avoid any behavior that is contrary to that mission. Therefore, no student may disrupt or otherwise interfere with any educational activity being performed by a member of the college district. In addition, no student may interfere with his/her fellow students’ right to pursue their academic goals to the fullest in an atmosphere appropriate to a community of scholars.”
<https://www.hccs.edu/media/houston-community-college/district/pdf/2018-2019-Student-Code-of-Conduct.pdf>

Instructor’s Course-Specific Information (As Needed)

You can expect your assignments to be graded within a week to ten days.

Teacher Education Program Information

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."

For more information about the Teacher Education Program:

<https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/>

HCC Policies

Here’s the link to the HCC Student Handbook <http://www.hccs.edu/resources-for/current-students/student-handbook/> In it you will find information about the following:

- Academic Information
- Academic Support
- Attendance, Repeating Courses, and Withdrawal
- Career Planning and Job Search
- Childcare
- disAbility Support Services
- Electronic Devices
- Equal Educational Opportunity
- Financial Aid TV (FATV)
- General Student Complaints
- Grade of FX
- Incomplete Grades
- International Student Services

- Health Awareness
- Libraries/Bookstore
- Police Services & Campus Safety
- Student Life at HCC
- Student Rights and Responsibilities
- Student Services
- Testing
- Transfer Planning
- Veteran Services

EGLS³

The EGLS³ ([Evaluation for Greater Learning Student Survey System](#)) will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS³ surveys are only available for the Fall and Spring semesters. -EGLS³ surveys are not offered during the Summer semester due to logistical constraints.

<http://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/>

Campus Carry Link

Here's the link to the HCC information about Campus Carry:

<http://www.hccs.edu/departments/police/campus-carry/>

HCC Email Policy

When communicating via email, HCC requires students to communicate only through the HCC email system to protect your privacy. If you have not activated your HCC student email account, you can go [to HCC Eagle ID](#) and activate it now. You may also use Canvas Inbox to communicate.

Housing and Food Assistance for Students

Any student who faces challenges securing their foods or housing and believes this may affect their performance in the course is urged to contact the Dean of Students at their college for support. Furthermore, please notify the professor if you are comfortable in doing so.

This will enable HCC to provide any resources that HCC may possess.

Office of Institutional Equity

Use the link below to access the HCC Office of Institutional Equity, Inclusion, and Engagement (<http://www.hccs.edu/departments/institutional-equity/>)

disAbility Services

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including long and short term conditions, mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of

HCC to create inclusive and accessible learning environments consistent with federal and state law. For more information, please go to <http://www.hccs.edu/support-services/disability-services/>

Title IX

Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual's fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:

David Cross
Director EEO/Compliance
Office of Institutional Equity & Diversity
3100 Main
(713) 718-8271
Houston, TX 77266-7517 or Institutional.Equity@hccs.edu
<http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/>

Office of the Dean of Students

Contact the office of the Dean of Students to seek assistance in determining the correct complaint procedure to follow or to identify the appropriate academic dean or supervisor for informal resolution of complaints.

<https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/>

Department Chair Contact Information

Saran Winters, M.Ed., saran.winters@hccs.edu, 713.718.6237