



Course Syllabus
Introduction to Special Populations
EDUC 2301

Semester with Course Reference Number (CRN) Fall, 2016
CRN 14892

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: Weds., 4:00-6:00pm
Thurs., 2:30-5:30pm
Or, by appointment

Course Location/Times Online

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 Online

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

HCC Online (100%)

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.

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

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.

Student Assessment(s)

Discussions, chapter assignments, Field Experience Report, 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
< 449 = F

Assessments

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
Total=	750

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.

(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.)

EGLS3 – Evaluation for Greater Learning Student Survey System

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 oi@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.edurisksolutions.org Go to the button at the top right that says **Login** and click. Enter your student number.

Course Calendar

Week 1: Aug. 22 – Aug. 27	Introduction/Course Content and Guidelines; READ ALL course resources under Topics 1, 2, and 3; read chapter 1
Week 2: Aug. 28– Sept. 3	Topic 4/Chapter 1: Purpose and Promise of Special Education/ Task 1 due 9/3
Week 3: Sept.4 – Sept. 10	Topic 5/Chapter 2: Planning/Providing Special Education/ Task 2 due 9/10
Week 4: Sept. 11 – Sept. 17	Topic 6/Chapter 3: Parents, Families and Diversity/ Task 3 due 9/17
Week 5: Sept. 18 – Sept. 24	Topic 7/Chapter 4: Intellectual/Developmental Disabilities / Task 4 due 9/24
Week 6: Sept. 25 – Oct. 1	Topic 8/Chapter 5: Learning Disabilities/ Task 5 and Discussion 1 due 10/1
Week 7: Oct. 2 – Oct. 8	Topic 9/Chapter 6: Emotional and Behavioral Disorders/ Task 6 due 10/8

Week 8: Oct 9– Oct 15	Topic 10/ ONLINE MIDTERM 10/14-10/15 Topic 11/ Chapter 7: Autism Spectrum Disorders / Task 7 due 10/15
Week 9: Oct 16 – Oct 22	Topic 12/Chapter 8: Communication Disorders/ Task 8 due 10/22
Week 10: Oct 23– Oct. 29	Topic 13/Chapter 9: Deafness and Hearing Loss/ Task 9 due 10/29
Week 11: Oct. 30 – Nov. 5	Topic 14/Chapter 10: Blindness and Low Vision/ Discussion 2 and Task 10 due 11/5
Week 12: Nov. 6 – Nov. 12	Topic 15/Chapter 11: Physical Disabilities/ Task 11 due 11/12
Week 13: Nov. 13 – Nov. 19	Topic 16/Chapter 12: Low-incidence Disabilities/ Task 12 due 11/19 Field Experience Report due Sunday, Nov. 26
Week 14 & 15: Nov. 20 – Dec. 1 (Two weeks to include Thanksgiving)	Topic 17/Chapter 13: Giftedness and Talent/ Task 13 due 12/1 Topic 18/Chapter 14: Early Childhood Special Ed./Adapting Toys &Materials/ Task 14 due 12/1 Topic 19/Chapter 15: Transitioning- No Task due
Week 16 Finals: Dec. 2-4	Topic 20/Finals Week/ ONLINE FINAL EXAM 12/2-12/4