



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

**Semester with Course Reference Number (CRN)**      Fall, 2017  
CRN 37552

**Instructor contact information (phone number and email address)**      Katherine A. Abba, Ph.D.  
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**Office Location and Hours**      Central Campus, EDC Building , Rm. D-106  
Office hours: Monday, 2:00-4:00pm  
Wednesday, 5:00-6:00pm  
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

**Type of Instruction**      Online Only

**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 the end of syllabus, below.

**Instructional Methods**

Face to Face

Hybrid (50% or more on line)

[Instructor, you may highlight the method that applies to your course, and/or delete those that don't apply.]

Web-enhanced (less than 50% online; may include online weekly quizzes)

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](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://lib.usm.edu/plagiarism\\_tutorial.html](http://lib.usm.edu/plagiarism_tutorial.html)
- 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](http://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 Tasks (14 @ 25 points)	350
Discussion Postings (2 @ 25 points each)	50
2 short answer essay tests, midterm and final (2@100)	200
Field Study Project	<u>100</u>
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:**      Access Student Services Policies on their Web site:  
<http://www.hccs.edu/district/students/student-handbook/>

**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)**

Access HCC Online Policies on their Web site:

**Policies on their website:**

*All students are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about conduct, and other important information. For the HCC Online Student Handbook click on the link below or go to the HCC Online page on the HCC website.*

The HCC Online Student Handbook contains policies and procedures unique to the online student. Students should have reviewed the handbook as part of the mandatory orientation. It is the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as HCC Online contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the HCC Online Student Handbook by visiting this link:

<http://www.hccs.edu/media/houston-community-college/distance-education/student-services/HCC-Online-Student-Handbook.pdf>

Access CE Policies on their Web site:

<http://www.hccs.edu/continuing-education/>

**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.

**Accommodations due to a  
qualified disability**

HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including 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/district/students/disability-services/>

**HCC Policy Statement:  
Sexual Misconduct**

*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](mailto:Institutional.Equity@hccs.edu)*

**Campus Carry**

At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015). For more information, visit the HCC Campus Carry web page at <http://www.hccs.edu/district/departments/police/campus-carry/>

### Course Calendar

<p><b>Introduction Week:</b> Sept. 11-24</p> <p><b>Week 1 2</b> Sept. 11 - 24</p>	<p>Post your introduction online/Course Content and Guidelines; READ ALL course resources and send me your questions:  <b>“Start HERE First.”</b>  <b>“How Is This Course Organized?”</b>  <b>“Field Experience With Special Needs Students (100 points)”</b></p> <p>Read Chapter 1: Purpose and Promise of Special Education/ <b>Quiz 1 and Task 1 due 9/24</b></p> <p>Read Chapter 2: Planning/Providing Special Education/ <b>Quiz 2 and Task 2 due 9/24</b></p>
<p><b>Week 3-4</b> Sept. 25- Oct. 1</p>	<p>Read Chapter 3: Parents, Families and Diversity/ <b>Quiz 3 and Task 3 due 10/1</b></p> <p>Read Chapter 4: Intellectual/Developmental Disabilities / <b>Quiz 4 and Task 4 due 10/1</b></p>
<p><b>Week 5:</b> Oct. 2 – Oct. 8</p>	<p>Read Chapter 5: Learning Disabilities/ <b>Quiz 5, Discussion 1, and Task 5 due 10/8</b></p>
<p><b>Week 6:</b> Oct 9– Oct 15</p>	<p>Read Chapter 6: Emotional and Behavioral Disorders/ <b>Quiz 6, Task 6 due 10/15</b></p>
<p><b>Week 7:</b> Oct 16 – Oct 22</p>	<p><b>ONLINE MIDTERM 10/21-10/22</b>  Read Chapter 7: Autism Spectrum Disorders / <b>Quiz 7 and Task 7 due 10/22</b></p>
<p><b>Week 8:</b> Oct 23– Oct. 29</p>	<p>Read Chapter 8: Communication Disorders/ <b>Quiz 8 and Task 8 due 10/29</b>  Read Chapter 9: Deafness and Hearing Loss/ <b>Task 9 due 10/29</b></p>
<p><b>Week 9:</b> Oct. 30 – Nov. 5</p>	<p>Read Chapter 10: Blindness and Low Vision/ <b>Quiz 10, Discussion 2, and Task 10 due 11/5</b></p>
<p><b>Week 10:</b> Nov. 6 – Nov. 12</p>	<p>Read Chapter 11: Physical Disabilities/<b>Task 11 due 11/12</b></p>
<p><b>Week 11:</b> Nov. 13 – Nov. 19</p>	<p>Read Chapter 12: Low-incidence Disabilities/ <b>Quiz 12 (Discussion) and Task 12 due 11/19</b></p>
<p><b>Week 12 &amp; 13:</b> Nov. 20 – Dec. 3 (Two weeks, including Thanksgiving)</p>	<p>Read Chapter 13: Giftedness and Talent/<b>Task 13 due 12/3</b>  <b>Field Experience Report due Monday, Dec. 4</b></p>
<p><b>Week 14</b> Dec. 4-10</p>	<p><b>Reminder: Field Experience Report due Monday, Dec. 4</b>  Read Chapter 14: Early Childhood Special Ed./Adapting Toys &amp; Materials/ <b>Task 14 due 12/10</b>  Read Chapter 15: Transitioning- <b>No Task due</b></p>
<p><b>Week 15 Final Exam:</b> Dec. 8-10</p>	<p>Topic 20/Finals Week/<b>ONLINE FINAL EXAM 12/8-12/10</b></p>



