

Course Syllabus

Introduction to Special Populations EDUC 2301

Semester with Summer, 2016
Course Reference CRN 15268

Numb(CRN)

Instructor contact Katherine A. Abba
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address)

Office Location/Hours Central Campus, CE
EDC Bldg., 106-D
By appointment only

Course Distance Education
Location/Times

Course Semester Credit Hours 3.00
Credit Hours (SCH)
(lecture, lab) If Lecture Hours 3.00
applicable Laboratory Hours

Total Course Contact 48
Hours

Continuing
Education Units
(CEU): if applicable

Course Length 5 weeks
(number of weeks)

Type of Instruction DE
Field Experience Required

Course EDUC 2301 introduces the student to the medical, psychological and social,
Description: 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 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 the following required component: 16 field experience hours. 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, 8 Chapter Assignments, and a 16 hour field experience with Reflection Paper.
Student Assessment(s)	Discussions, chapter assignments, Field Experience Reflection Paper, midterm and final exams.
Instructor's Requirements	Students log in at least three times a week, read all assigned work, submit all assignments only in the assignment tool; 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."

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 = 600-540
B = 539-480
C = 479-420
D = 419-360
359 and below = F

Assessments

Chapter assignments (8 @ 25 points)	200
Terminology quizzes (10 @ 5 points)	50
Discussion Postings (2 @ 25 points each)	50
2 tests, midterm and final (2@100)	200
Field Study Project	100
Total=	600

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

HCC Policy Statement:

Access Student

Services Policies on their Web

site: <http://hccs.edu/studentrights>

Distance Education and/or Continuing Education Policies:

Access DE <http://de.hccs.edu/media/houston-community-college/distance-education/student-services/2013-2014HCCDEStudentHandbook-%28Revised8-1-2013%29.pdf>
Policies on their
Web site:

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 are 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- see the next page! Print and follow!

Week	Readings/ Assignments Due
Week 1: 6/6-6/11	Introduction/Course Content and Guidelines; review all course resources; get textbook; read chapter 1
	Chapter 1: Purpose and Promise of Special Education.
	Chapter 2: Planning/Providing Special Education/ Task 1 and Task 2 due 6/11
Week 2: 6/12-6/18	Chapter 3: Parents, Families and Diversity/ Task 3 due 6/14
	Chapter 4: Intellectual/Developmental Disabilities
	Chapter 5: Learning Disabilities/ Task Ch. 4/ 5 due 6/18 Discussion I due 6/21
Week 3:6/19-6/25	Chapter 6: Emotional and Behavioral Disorders/
	Chapter 7: Autism Spectrum Disorders / MIDTERM June 22 or 23 (Chapters 1,2, 6,and 7 only; available 2 days)
	Chapter 8: Communication Disorders/ Task Ch. 8 due 6/25
Week 4: 6/26-7/2	Chapter 9: Deafness and Hearing Loss/ Task Ch. 9 due 6/28
	Chapter 10: Blindness and Low Vision/
	Chapter 11: Physical Disabilities/ Task Ch.10/11 due 7/2 Discussion II due 7/2
Week 5: 7/3 -7/9	Chapter 12: Low-incidence Disabilities
	Chapter 13: Giftedness and Talent/ *ALL required hours & Field Experience Report Due 7/6*. NONE can be accepted past this date!!
	Chapter 14: Early Childhood Special Educ. Chapter 15: Transitioning/
	Final Exam (Chapters 12,13, 14, 15 only) Due 7/6 or 7/7 (available for 2 days)

*** Check email three times weekly for periodic changes ***

