HCC

Instructional Services · Liberal Arts, Humanities and Education · Teacher Education

Intro. to Special Populations-13630

EDUC-2301

RT 2021   Section 7771   3 Credits   08/23/2021 to 12/12/2021   Modified 09/10/2021

🕐 Course Meetings

Course Modality

This class is 100% online, or "Online Anytime"

Meeting Days

not applicable

Meeting Times

not applicable

Meeting Location

Canvas/ Eagle Online

👤 Welcome and Instructor Information

Welcome to Introduction to Special Populations! It is my privilege to work with you 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!

Instructor: Dr. Katherine Abba

Email: katherine.abba@hccs.edu
Office: Central Campus, EDC D-106
Phone: 7137185471

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

My name is Katherine Abba and I am your course instructor this semester. I am full-time faculty in the Teacher Education/Child Development Department for Houston Community College. Our correspondence will be online, with personal correspondence through the **CANVAS email ONLY** (not messaging) but I am also available in-person during office hours or by an arranged

appointment time. I am always happy to assist with course content, assignments, issues related to exceptional students, or ideas for organizing coursework.

Preferred Method of Contact

I prefer that you contact me only via the Canvas email. I will respond to emails within 24 hours, Monday through Friday. I may respond on the weekends, but not regularly. Virtual office hours will be posted in the course, but email me first for an appointment. We will then meet in Cisco Webex. Click on Cisco Webex (in Canvas) to set an appointment.

Office Hours

Monday, Wednesday, 9:00 AM to 5:00 PM, By Appointment Only, Webex

When you would like an appointment, please send me an email with the times/days you prefer when you want to meet. I will set it up!

🖥 Course Overview

Course Description

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.

Prerequisites

EDUC 1301; must be placed into college-level reading and college-level writing.

Teacher Education Program Website

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

◎ Core Curriculum Objectives (CCOs)

Not applicable.

📊 Student Learning Outcomes and Objectives

Program Student Learning Outcomes (PSLOs)

Can be found at:

https://www.hccs.edu/programs/areas-of-study/liberal-arts-humanities--education/teacher-education/ (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 Identify characteristics of exceptional children.

1.2 Explain least restrictive environment (LRE).

1.3 Explain the procedure and components of the individualized education program (IEP).

1.4 Recognize measurable individualized education program goals.

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

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

3.1 Examine guidelines for equitably identifying gifted students.

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

4.1 Describe educational practices that reflect awareness of sensitivity to racial, ethnic, and/or other types of cultural diversity.

☰ Departmental Practices and Procedures

Program-Specific Student Success Information

IMPORTANT: A student cannot pass this course, *no matter the course average*, if the field experience hours are incomplete and/or if the Field Experience Reflection paper (a key assessment) is not submitted, or if the paper does not earn a score of at least 70%.

Departmental Policy for Revision of Key Assessments: 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 may be required:

1. Conference with professor
2. Take an APA and/or Plagiarism online tutorial and pass the quiz (upon instructor's request)
3. Utilize HCC tutoring

📙 Instructional Materials and Resources

Instructional Materials

The HCC Online Bookstore (https://hccs.bncollege.com/shop/hccs-central/page/find-textbooks) provides searchable information on textbooks for all courses. Check with your instructor before purchasing textbooks because the book might be included in your course fees.

Add Instructional Materials Here

Exceptional Children: An Introduction to Special Education

Author: Heward, W.L., Alber-Morgan, S.R., & Konrad, M.

Publisher: Pearson Education

Edition: 11

Temporary Free Access to E-Book

Here is the link to get temporary free access to a digital version of the text for fourteen days:

<< [add link] >>

Other Instructional Resources

Courseware

Content here...

✔ Course Requirements

Assignments, Exams, and Activities

Type	Weight	Topic	Notes
Required Assignments/Key Assessments		Field Hours, Report/Reflection, and Background Check	In order to pass this course, students must earn a passing average AND complete the following: 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,** <u>not in a childcare center</u>, <u>not in a before- or after-school setting</u> 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 Reflection Paper:** This paper is a key assessment. The paper (based on the field experience hours) must be completed and earn a grade of at least **70%** in order to pass this course.
Assignment	100	IEP Assignment	See Canvas for all assignment descriptions.
Exams/Quizzes	Varies		See the calendar and Canvas for point values. All quizzes are found in the textbook tool, REVEL.
Final Exam	40 points		Online only
Extra Credit			Describe the assignment here.

Grading Formula

Grade	Range	Notes
A	1000-900 points	
B	899- 800 points	
C	799- 700 points	
D	699-600 points	
F	599 points or below	

✱ Instructor's Practices and Procedures

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").

In order to receive a grade of Incomplete ("I"), a student must have completed at least 50 % of the work and the required assignments in the course. In all cases, the instructor reserves the right to decline a student's request to receive a grade of Incomplete.

Missed Assignments/Make-Up Policy

Late assignments are accepted up to 7 days late, however, 50% of the points for the late assignment may be deducted, whether the assignment is 1 day or 7 days late. If documentation of an emergency is provided that clearly indicates the date of the emergency coincided with the due date of the test or assignment, there may be exceptions.

If you experience an emergency without documentation, please phone the instructor to discuss. Options may be provided on a case-by-case basis. Always *reach out to me*—I am willing to work with students and we can work together to help you succeed in this class!

Academic Integrity

Here's the link to the HCC information about academic integrity (Scholastic Dishonesty and Violation of Academic Scholastic Dishonesty and Grievance):

https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/ (https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-procedures/)

Attendance Procedures

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.

Student Conduct

Note: 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, self-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/about-hcc/procedures/student-rights-policies--procedures/student-procedures/

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

Instructor's Course-Specific Information

Written assignments may be turned in early.

Written assignments deemed not of college-student quality will have points deducted. Written assignments that have fulfilled the requirements, but contain errors in punctuation, spelling, grammar, capitalization, sentence or paragraph structure, or are not

referenced in the style discussed in class will have up to half the points deducted at the discretion of the instructor. Free live tutors are available to meet with students through Microsoft Teams. Call 713-718-8184 to make an appointment to speak with a tutor. In addition, HCC offers free online tutoring at https://hccs.upswing.io/ (https://hccs.upswing.io/)

All assignments must be typed.

Devices

Not applicable

Faculty Statement about 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.

Faculty-Specific Information Regarding Canvas

This course section will use Canvas (https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)) for all assignments, exams, and activities.

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

Social Justice Statement

Houston Community College is committed to furthering the cause of social justice in our community and beyond. HCC does not discriminate on the basis of race, color, religion, sex, gender identity and expression, national origin, age, disability, sexual orientation, or veteran status. I fully support that commitment and, as such, will work to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. In this course, we share in the creation and maintenance of a positive and safe learning environment. Part of this process includes acknowledging and embracing the differences among us in order to establish and reinforce that each one of us matters. I appreciate your suggestions about how to best maintain this environment of respect. If you experience any type of discrimination, please contact me and/or the Office of Institutional Equity at 713-718-8271

🏛 HCC Policies and Information

HCC Grading System

HCC uses the following standard grading system:

Grade	Grade Interpretation	Grade Points
A	Excellent (90-100)	4

Grade	Grade Interpretation	Grade Points
B	Good (80-89)	3
C	Fair (70-79)	2
D	Passing (60-69), except in developmental courses.	1
F	Failing (59 and below)	0
FX	Failing due to non-attendance	0
W	Withdrawn	0
I	Incomplete	0
AUD	Audit	0
IP	In Progress. Given only in certain developmental courses. A student must re-enroll to receive credit.	0
COM	Completed. Given in non-credit and continuing education courses.	0

Link to Policies in Student Handbook

Here's the link to the HCC Student Handbook https://www.hccs.edu/resources-for/current-students/student-handbook/ (https://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

Link to HCC Academic Integrity Statement

https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/ (https://www.hccs.edu/resources-for/faculty/student-conduct-resources-for-faculty/)

Campus Carry Link

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

https://www.hccs.edu/departments/police/campus-carry/ (https://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 (https://www.hccs.edu/resources-for/current-students/student-e-maileagle-id/) and activate it now. You may also use Canvas Inbox to communicate.

Office of Institutional Equity

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

Ability 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 https://www.hccs.edu/support-services/ability-services/ (https://www.hccs.edu/support-services/ability-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 (mailto:Institutional.Equity@hccs.edu)

http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/ (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/ (https://www.hccs.edu/about-hcc/procedures/student-rights-policies--procedures/student-complaints/speak-with-the-dean-of-students/)

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.

Canvas Learning Management System

Canvas is HCC's Learning Management System (LMS), and can be accessed at the following URL:

https://eagleonline.hccs.edu (https://eagleonline.hccs.edu)

HCCS Open Lab locations may be used to access the Internet and Canvas. For best performance, Canvas should be used on the current or first previous major release of Chrome, Firefox, Edge, or Safari. Because it's built using web standards, Canvas runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

Canvas only requires an operating system that can run the latest compatible web browsers. Your computer operating system should be kept up to date with the latest recommended security updates and upgrades.

HCC Online Information and Policies

Here is the link to information about HCC Online classes, which includes access to the required Online Information Class Preview for all fully online classes: https://www.hccs.edu/online/ (https://www.hccs.edu/online/)

Scoring Rubrics, Sample Assignments, etc.

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 (https://eagleonline.hccs.edu/login/ldap)

Instructor and Student Responsibilities

As your Instructor, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students during office hours, and before and after class as required

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 and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Be aware of and comply with academic honesty policies in the HCCS Student Handbook (https://www.hccs.edu/resources-for/current-students/student-handbook/)

Sensitive or Mature Course Content

In this college-level course, we may occasionally discuss sensitive or mature content. All members of the classroom environment, from your instructor to your fellow students, are expected to handle potentially controversial subjects with respect and consideration for one another's varied experiences and values.

EGLS3

The EGLS[3] ([Evaluation for Greater Learning Student Survey System (https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)) 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. EGLS[3] surveys are only available for the Fall and Spring semesters. EGLS3 surveys are not offered during the Summer semester due to logistical constraints.

[https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/ (https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)](https://www.hccs.edu/resources-for/current-students/egls3-evaluate-your-professors/)

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.

Student 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 (https://www.hccs.edu/resources-for/current-students/tutoring/)](https://www.hccs.edu/resources-for/current-students/tutoring/) 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 [https://library.hccs.edu (https://library.hccs.edu/)](https://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 [https://www.hccs.edu/resources-for/current-students/supplemental-instruction/ (https://www.hccs.edu/resources-for/current-students/supplemental-instruction/)](https://www.hccs.edu/resources-for/current-students/supplemental-instruction/).

Resources for Students:

[https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/ (https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/)](https://www.hccs.edu/resources-for/current-students/communicable-diseases/resources-for-students/)

Basic Needs Resources:

[https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/ (https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/)](https://www.hccs.edu/support-services/counseling/hcc-cares/basic-needs-resources/)

Student Basic Needs Application:

https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH
(https://hccs.co1.qualtrics.com/jfe/form/SV_25WyNx7NwMRz1FH)

COVID-19

Here's the link to the HCC information about COVID-19:

https://www.hccs.edu/resources-for/current-students/communicable-diseases/ (https://www.hccs.edu/resources-for/current-students/communicable-diseases/)

Instructional Modalities

In-Person (P)

Safe, face-to-face course with scheduled dates and times

Online on a Schedule (WS)

Fully online course with virtual meetings at scheduled dates and times

Online Anytime (WW)

Traditional online course without scheduled meetings

Hybrid (H)

Course that meets safely 50% face-to-face and 50% virtually

Hybrid Lab (HL)

Lab class that meets safely 50% face-to-face and 50% virtually

📅 Course Calendar

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 e-mail, of any such changes.

Course Calendar EDUC 2301

Week Begins	Textbook Readings	Assignments DUE (* see CANVAS for exact due dates)	Assignment Due Date at 11:59pm	Total Points for Assignment
Week 1: 8/23/21	Read Chapter 1 *Purpose and Promise of Special Education*	Introduction/Course Content and Guidelines; **READ ALL course resources under "Start Here First".** **Complete your introduction**	08-30-21	54

Week 2: 8/30/21	Read Chapter 2 *Planning/ Providing Special Education*	**Revel assignments Ch. #1 AND Ch.#2**	09-07-21	54
Week 3: 9/6/21	Read Chapter 3 *Parents, Families and Diversity*	**Revel assignments Ch. #3** **IEP Assignment Due (found in Canvas)**	09-13-21	48 100
Week 4: 9/13/21	Read Chapter 4 *Intellectual/ Developmental Disabilities*	**Revel assignments Ch. #4**	09-20-21	51
Week 5: 9/20/21	Read Chapter 5 *Learning Disabilities*	**Revel assignments Ch. #5**	09-27-21	57
Week 6: 9/27/21	Read Chapter 6 *Emotional and Behavioral Disorders*	**Revel assignments Ch. #6**	10-04-21	57
Week 7: 10/4/21	Read Chapter 7 *Autism Spectrum Disorders*	**Revel assignments Ch. #7**	10-11-21	51
Week 8: 10/11/21	Read Chapter 8 *Communication Disorders*	**Revel assignments Ch. #8**	10-18-21	51
Week 9: 10/18/21	Read Chapter 9 *Deafness and Hearing loss*	**Revel assignments Ch.#9**	10-25-21	63
Week 10: 10/25/21	Read Chapter 10 *Blindness and Low Vision*	**Revel assignment Ch. #10**	11-01-21	45
Week 11: 11/1/21	Read Chapter 11 *ADHD, Health Impairments, and Physical Disabilities*	**Revel assignments Ch. #11**	11-08-21	57

Week 12: 11/8/21	Read Chapter 12 *Low-incidence Disabilities*	**Revel assignments Ch. #12**	11-15-21	51
Week 13: 11/15/21	Read Chapter 13 *Giftedness and Talent*	**Revel assignments Ch. #13**	11-22-21	45
Week 14: 11/21/21	Field Experience DUE	**Field Experience Report** **No reports accepted after due date.**	11-29-21	100
Week 15 11/29/21	Read Chapter 14 & 15 *Early Childhood Special Education/ Transitioning to Adulthood*	**Revel assignments Ch. #14** **Revel assignments Ch. #15**	12-06-21	105
Week 16 12/7/21	Dec. 7 only	**Finals Weekend** **ONLINE FINAL EXAM**	12-07-21	50

Additional Information

Departmental/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."

Process for Expressing Concerns about the Course

If you have concerns about any aspect of this course, please reach out to your instructor for assistance *first.* If your instructor is not able to assist you, then you may wish to contact the Department Chair.

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