



RANGER COLLEGE
STEPHENVILLE, TEXAS

COURSE SYLLABUS

Introduction to Special Populations in Public Schools

EDUC 2301

3 credit hours

INSTRUCTOR:

Donald W. Hughes. M.Ed. Admin.

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PHONE: 254-631-1824
HOURS: by appointment

I. Texas Core Curriculum Statement of Purpose

Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.

II. 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 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.

III. Required Background or Prerequisite

TSI Reading and Writing requirements must be met.
EDUC 1301 is required, can be taken concurrently with this course

IV. Required Textbooks and Course Materials

Payne, Ruby. 4th Revised Edition (1996). *A Framework for Understanding Poverty*, New York, NY: AHA Process, Inc., ISBN: 1-929229-48-8

Daugherty, Paul. (2015). *An Uncomplicated Life, A Father's Memoir of His Exceptional Daughter*, New York, NY: Harper-Colling Publisher. ISBN: 978-0-06-235995-7

Gurian, Michael (2011). *Boys and Girls Learn Differently, A Guide for Teachers and Parents*, San Francisco, CA: Jossey-Bass Publisher. ISBN: 978-470-60825-8

V. Course Purpose

The purpose of Educ. 2301 is to provide information and “real world” experience to the student who is developing a career in public education. Sixteen hours of classroom observations should demonstrate class notes, research and TASK assignments.

VI. Learning Outcomes

By the end of 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 socioeconomic 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.
5. Read, analyze, and critique educational text and materials.

VII. Core Objectives

This course meets the following of the six Core Objectives established by Texas:

- Critical Thinking Skills (CT)** – Creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information
- Communication Skills (COM)** – effective development, interpretation and expression of ideas through written, oral, and visual communication
- Empirical and Quantitative Skills (EQS)** – The manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- Teamwork (TW)** – The ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- Social Responsibility (SR)** – Intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR)** – The ability to connect choices, actions, and consequences to ethical decision-making

VIII. Methods of Instruction

Class will consist of discussions of teacher-prepared notes, supplemented by student research. Students will also deliver a detailed presentation on a specific learning disability of their choice. After observations have begun, considerable time will be dedicated to thorough discussion and comparisons of these classroom observations.

IX. Methods of Assessment

- Portfolio (35%)(CR, COM, SR, PR) – documentation and summary of the required hours of educational observations
- Assignments (25%)(CR, COM, TW, SR, PR) – various assigned projects and group activities relating to the course material
- Presentation (10 %)(CR, COM, SR, PR) – presentation of portfolio
- Mid-Term Exam (10%)(CR, COM, SR, PR) – mid-term exam over the first half of the material presented in the course.
- Final (10%)(CR, COM, SR, PR) – exam over second half of the material presented in the course.
- Class Participation (10%)*CR, COM, SR, CP) Class participation includes:
 1. Attendance
 2. Preparation
 3. Participation

Grading scale: A = 90-100% B = 80-89 C = 70-79 D = 60-69 F = Below 60

X. Course/Classroom Policies

1. **Arrive on time, come prepared, have all assignments/materials with you.** As a future educator, you should appreciate how important it is come ready to learn and participate.
2. **Turn in assignments on time.** By accepting this syllabus, you agree to accept a score of zero on any late work.
3. **DO NOT CHEAT.** Any assignment reflecting cheating, plagiarism, or any other form of academic dishonesty will receive a grade of zero. A second instance will result in automatic failure of the class and a report being filed with Ranger College’s Vice President of Instruction. The consequences of this report can be quite severe for your academic future. For more details, see the section of the Ranger College Catalog (available at www.rangercollege.edu/catalog.pdf), titled “Student Misconduct,” subsection “Academic Dishonesty.”

4. **Six absences = Dropped from class with a failing grade.** I expect you to attend class regularly. If you will be unable to attend, notify me. As per Ranger College's stated absence policy in the general college catalog (see pages 25-26 at <http://rangercollege.edu/catalog.pdf>), the only absences that will be excused are "official" ones, defined as those that occur due to authorized Ranger College activities (such as sporting events). Unofficial absences are counted from the first day of class as listed in the College Calendar, regardless of the date of your registration
5. **NO ELECTRONIC DEVICES.** No phones, laptops, tablets, headphones, music/audio video playing or recording devices. These interfere with educational process in the classroom.
6. **Email:** I am happy to communicate with you by email and will do my best to respond within 24 hours. Please include your name and your course.

XI. Course Outline/Schedule

Week 1 Introductions, Syllabus Discussion

Week 2 Non-traditional families

Week 3 Poverty (Socioeconomic Diversity)

Week 4 Minorities/Race

Week 5 Victims of Violence at School/Bullying

Week 6 Victims of Violence at Home/At-Risk/Neglect

Week 7 Migrant/Mobility

Week 8 Young Learners

Week 9 Gender Diversity

Week 10 Language Diversity

Weeks 11-14 Special Education

Week 15 Gifted and Talented Week

16 Final Exam

XII. Non-Discrimination Statement

Admissions, employment, and program policies of Ranger College are nondiscriminatory in regard to race, creed, color, sex, age, disability, and national origin.

XIII. ADA Statement

Ranger College provides a variety of services for students with learning and/or physical disabilities. Students are responsible for making initial contact with the Ranger College

EDUC 2301 – face to face – D.W.H.

Counselor, Gabe Lewis (glewis@rangercollege.edu). It is advisable to make this contact before or immediately after the semester begins.