GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

EDUC 301: EDUCATIONALLY DIVERSE POPULATIONS:
Multicultural, Gifted, At-Risk and Disabled

Spring, 2004
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Course Description

This course adopts a culturally pluralistic and global perspective to the equitable education of diverse student populations – culturally and linguistically different, disabled, at-risk and gifted/talented students. Topics will include the historical, philosophical, sociocultural and theoretical foundations of multicultural and special education; the importance of cross-cultural communication, both nonverbal and language systems; interpersonal skills needed to bring about harmony between the dominant culture and culturally and linguistically diverse communities; and educational strategies designed to motivate and empower minority students and their families and to facilitate their incorporation into the educational mainstream.

Required Texts


Smith, Deborah, D., Introduction to Special Education (4th ed.) Boston: Allyn and Bacon

Recommended Texts


Tiedt, Pam and Iris, Multicultural Teaching, A Handbook of Activities, Information and Resources (6th ed.) Boston: Allyn and Bacon

Course Objectives

1. Become cognizant of historical, philosophical, socio-cultural, and theoretical foundations of multicultural education and special education, including legislation and litigation.

2. Identify variables critical to the integration of diverse populations into the educational mainstream, including culturally and linguistically exceptional students.

3. Begin to formulate a personal philosophy respective of the role of the teacher in serving diverse student populations.

4. Identify implications from research in second language acquisition, special education and effective instruction for motivating and empowering diverse student populations and for implementing changing educational policies, progress, curricula.

5. Discuss the strategies by which a multicultural component can be infused into the curriculum and schooling process.

6. Identify and discuss characteristics of diverse student groups and effective instructional strategies for multicultural, limited English proficient, disabled, and gifted individuals.

7. Develop strategies that can be used for the positive resolution of cross-cultural conflicts relative to education.

8. Discuss the effect of the mass media of the attitudes of audiences toward minority groups.

9. Describe the teacher's role in working with families and multicultural communities and fostering parent involvement in education.

Evaluation Criteria

15% - Attendance/Class Participation/Journal Articles
25% - Midyear project
25% - Final Exam/Project
25% - Lesson Plans Project
Assignments

Students are expected to attend all classes, read assigned chapter and participate meaningfully in class activities.

Students will turn in articles from journals, and other professional resources that deal with multicultural, special education, gifted and at-risk student and family issues. Students will be randomly asked to present the articles to the class.

Students will research and present papers and/or projects during the course dealing with a current issue or trend in multicultural, special, or gifted education.

Students will present lessons based on multicultural, special, or gifted education.

Presentations by guest speakers currently working in public education with these diverse populations are an integral part of the course.

Students will turn in assignments on time.

GENERAL COURSE OVERVIEW

1. Family Considerations
   Attend a Parent Teacher Meeting in a diverse school setting

2. Giftedness in a Multicultural Society

3. Multicultural Considerations – Legislative and Instructional

4. Special Education Considerations – Legislative and Instructional