COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDUC 301-001
EDUCATIONALLY DIVERSE POPULATIONS: HANDICAPPED, GIFTED, MULTICULTURAL
SPRING, 2006
WEDNESDAYS 7:20 – 10:00 PM
T113

PROFESSOR(S):
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COURSE DESCRIPTION:
A. Prerequisites: See GMU catalog
B. Course description: This course introduces the psychological, sociological, educational, and physical aspects of diverse population in today’s schools for early and middle education.
It 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-communication, both verbal and nonverbal language systems; interpersonal and educational strategies needed to empower and motivate minority students and families in the educational mainstream.

NATURE OF COURSE DELIVERY:
This is a highly interactive course employing lecture, group and individual projects, cooperative learning, class presentations, multimedia presentations, and guest speakers.

STUDENT OUTCOMES:
This course is designed to enable students to:

1. Understand the variables critical to the integration of diverse populations into the educational mainstream.

2. Begin to formulate a personal philosophy respective to the role of the teacher in serving diverse populations.
3. Begin to demonstrate strategies by which a multicultural component can be infused into the curriculum and the school environment.

4. Begin to demonstrate strategies for effective instruction of students with disabilities and gifted students within the general education program.

5. Begin to recognize characteristics of diverse student groups, students with disabilities and gifted students.

6. Recognize the effect the mass media exerts over the attitudes of audiences toward minority.

7. Begin to understand the teacher’s role in working with families from diverse populations to foster even more parental involvement in the educational process.

PROFESSIONAL STANDARDS:

This course meets the standards of all professional organizations, related to the education of diverse populations, including the CEC, and INTASC.

REQUIRED TEXTS:

Lewis, Rena, and Doorlag, Donald, TEACHING SPECIAL STUDENTS IN THE GENERAL EDUCATION CLASSROOM, Merrill/Prentice Hall.

Perry, Teresa, Steel, Claude, Hilliard, Asa, YOUNG, GIFTED AND BLACK, Beacon Press.

Tiedt, Pam and Teidt, Iris, MULTICULTURAL TEACHING: A HANDBOOK OF ACTIVITIES, RESOURCES AND INFORMATION, Allyn and Bacon.


COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

A. Requirements

Students are expected to attend all classes, read assigned chapters in the texts and participate in a meaningful way in class activities. If a student is not in
class, it is the student’s responsibility to secure the information presented in the class he/she missed.

1. Each week students will read two articles related to the multicultural education, students with disabilities or gifted students. Students will write a one page response to each article. One article must be from a professional journal. The second article can be from a newspaper, and/or popular periodical. Students will be randomly asked to present their articles to the class and lead the class discussion based on their articles (Feb.1 – Mar8). (12 articles = 20%)

2. Students will present a lesson to the class that focuses on a multicultural children’s book incorporating Learning Styles and Cooperative Learning (10%). Details and format will be distributed during class after discussion of the specific topics.

3. Students present a lesson to the class that focuses on higher order thinking skills (G/T). (10%) Details and format will be distributed during class after discussion of the specific topics.

4. Students will submit a five page book summary and response book discussions on “Debunking the Myth… and Young, Gifted and Black”, and participate in a class discussion of both books (2 summaries = 40%)

5. Students will submit a 10 page paper that focuses on a specific disability area. Details and format will be distributed during class (20%).

ALL ASSIGNMENTS MUST BE TYPED.

B. Performance-Based Assessments/Criteria for evaluation

- Students will receive a grade for each requirement and the criteria for evaluation will be distributed prior to the due date.

- Grading Scale A - B - C - D - F –

- The Assessment Rubric for each requirement will be distributed prior to the due date of the assignment.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:
The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.
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<th>Session</th>
<th>Topic/Learning Experiences</th>
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<td>1/25/06</td>
<td>Orientation, class overview, course goals</td>
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<td>Family considerations; traditional vs. nontraditional  Defining multiculturalism</td>
<td>Tiedt, chpt. 1 Articles</td>
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<td>Identifying cross cultural considerations</td>
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<td>Overview of No Child Left Behind/Standards of Learning and Implications for Schools</td>
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<td>Overview of second language acquisition</td>
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<td>Classroom considerations for ESOL students</td>
<td>Multicultural book lesson plan due</td>
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<td>Lewis/Doorlag, chpt. 16</td>
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<td>3/8/06</td>
<td>Overview of Giftedness from a Multicultural Perspective</td>
<td>Written summary and response to “Debunking…” due</td>
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<td>Discussion of “Debunking The Myths…” book</td>
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<tr>
<td>3/22/06</td>
<td>Classroom considerations for Gifted Learners</td>
<td>Written summary and response to “Young, Gifted and</td>
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<td>Discussion of “Y,G, and Black” book</td>
<td>Black” due</td>
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<td>3/29/06</td>
<td>Understanding Learning Styles / Higher order Questioning skills</td>
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<td>4/5/06</td>
<td>Overview/history of Special Education Presentation of higher order/learning styles lessons</td>
<td>Higher order questioning Lesson plans due</td>
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<td>Lewis/Doorlag, chpt. 1</td>
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<td>Overview of the Eligibility and IEP Process</td>
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<td>Overview of Disability Areas and Classroom considerations</td>
<td>Lewis/Doorlag, chpts. 5-14</td>
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<td>4/26/06</td>
<td>Complete presentations /Discuss final paper</td>
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<td>12/7/05</td>
<td>Final paper due</td>
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