

College of Education and Human Development  
EDUC 301 Educationally Diverse Populations: Handicapped, Gifted, Multicultural-3 Credits

Spring 2013 (Jan. 22 – May 15, 2012) ~ Tuesdays ~ 4:30 – 7:10 p.m. ~ Thompson 2020

Instructor: Beverly J. Worek

Email: [bworek@gmu.edu](mailto:bworek@gmu.edu)

Phone: 703-830-1866

Office Hours: By Appointment

### **Course Description:**

This course is an introduction to educational issues; not applicable in graduate-level teacher education programs. It introduces students to the psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. It emphasizes litigation and legislation pertaining to education of diverse populations and requires school-based field experience during the semester. The class meets 3 hours per week.

### **Nature of Course Delivery:**

A variety of instructional methods are used to cover the subject matter. These methods include large and small group discussions, cooperative learning, media, Internet assignments, lecture, guest speakers, individual/group presentations and individual research.

### **George Mason University Policies and Resources for Students:**

Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

### **Core Values Commitment:**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### **Graduate School of Education**

Additional information can be found at our website: [www.gse.gmu.edu](http://www.gse.gmu.edu)

**Readings and Materials:** *Details regarding the Read and Respond assignments (listed in the Course Outline/Schedule)) will be placed on the Blackboard Discussion Board along with the related activity. Readings are subject to change. Check Blackboard for detail.*

No text required.

Class 2 School Report Card and Sub-group Achievement in VA schools and How VA complies with No Child Left Behind Act [http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/](http://www.doe.virginia.gov/statistics_reports/school_report_card/)  
[www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)

Class 3 Understanding and support of Special Education students (Learning Disabilities)  
[http://www.idonline.org/article/Visual\\_&\\_Auditory\\_Processing\\_Disorders](http://www.idonline.org/article/Visual_&_Auditory_Processing_Disorders)  
<http://ttaconline.org/>

Class 4 YouTube: clips on Autism and ABA; student choices

Class 5 Gifted Students [http://www.ri.net/gifted\\_talented/character.htm](http://www.ri.net/gifted_talented/character.htm)

Class 6 Underachieving Black students TBA

Class 7 High achieving schools: What makes their students successful?

Class 8 Student Research – Gender Issues

Class 9 Multicultural Assignment due

Class 10 Student Choice of article -- Safety for/Creating a Challenging Learning for Gay, Lesbian and Transgender students in American schools

Class 11 Professional Conversation/Teacher Interview due

Class 12 Religion in the public schools [http://www.adl.org/religion\\_ps\\_2004/prayer.asp](http://www.adl.org/religion_ps_2004/prayer.asp)

Class 13 GMU Safeguards  
<http://ulife.gmu.edu/>  
<http://ods.gmu.edu/http://universitypolicy.gmu.edu/general.html>  
<http://universitypolicy.gmu.edu/code-of-ethics.html>  
<http://caps.gmu.edu/learningservices/>

Class 14 Field Experience due

Class 15 Movie portrayals of diverse populations, TBA

**Laptop Computers:** If possible, please bring a laptop computer to each class.

**Class Participation:** *Students are not to use cell phones, communicate to others via technology nor access any other sites during class other than what is assigned. Doing so will lower your participation grade for that class.*

## Course Outline / Schedule

(Note: See Reading and Materials above. Details regarding the reading and assignments will be placed on the Blackboard Discussion Board. All assignments are subject to adjustments.)

- Jan 22 Tues. Introductions; Review Syllabus; Discuss experiences with educational diversity, and how  
Class 1 Virginia schools are held accountable for educating diverse students ; NCLB  
\*\*\*\*\*
- Jan 29 Tues. Special Education  
Class 2 Due: Read & Respond to School Report Card and Sub-group Achievement in VA schools and the SOLs [http://www.doe.virginia.gov/statistics\\_reports/school\\_report\\_card/](http://www.doe.virginia.gov/statistics_reports/school_report_card/)  
[www.doe.virginia.gov/testing/sol/standards\\_docs/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml)  
\*\*\*\*\*
- Feb. 5 Tues. Learning Disabilities; IDEA  
Class 3 Due: Read and Respond to Understanding and support of Special Education students (Learning Disabilities) <http://ttaonline.org/> and  
[http://www.idonline.org/article/Visual & Auditory Processing Disorders](http://www.idonline.org/article/Visual_&_Auditory_Processing_Disorders)  
\*\*\*\*\*
- Feb. 12 Tues. Autism; Other Health Impairments; ADD/ADHD  
Class 4 Due: Read and Respond to YouTube: clips on Autism and ABA; student choices  
\*\*\*\*\*
- Feb. 26 Tues. Eligibility and Acceptance of Special Education, Gifted Students  
Class 5 Due: Read and Respond Gifted Attributes [http://www.ri.net/gifted\\_talented/character.htm](http://www.ri.net/gifted_talented/character.htm)  
\*\*\*\*\*
- March 5 T Individual Education Plans and 504 Plans  
Class 6 Due: Read and Respond to TBA Underachieving students (Black and Hispanic Proficiency Gap Groups)  
\*\*\*\*\*
- March 19 T Professional Learning Communities; Response to Intervention; Underachieving Students  
Class 7 Due: Read and Respond to high achieving schools: What makes their students successful?  
\*\*\*\*\*
- March 26 T Economically Disadvantaged; Gender Issues  
Class 8 Due: Read and Respond to Research – Gender Issues  
\*\*\*\*\*
- April 2 T Multicultural Discussions  
Class 9 Due: **Multicultural Research Due**  
\*\*\*\*\*
- April 9 Gay, Lesbian and Transgender Students and Parents  
Class 10 Due: Read and Respond to Student Choice of article – Safety in schools and creating challenging learning environment for gay, lesbian and transgender students  
\*\*\*\*\*
- April 16 T Religion in the public schools  
Class 11 Due: **Professional Conversation/Teacher Interview**  
\*\*\*\*\*
- April 23 T Courageous Conversations  
Class 12 Due: Read and Respond to Religion in schools [http://www.adl.org/religion\\_ps\\_2004/prayer.asp](http://www.adl.org/religion_ps_2004/prayer.asp)  
[http://ulife.gmu.edu/religious\\_calendar.php](http://ulife.gmu.edu/religious_calendar.php)

\*\*\*\*\*

April 30 T Final discussion all topics: How school protect diversity in schools  
Class 13 Due: Read and Respond to 13 GMU Safeguards <http://ulife.gmu.edu/> <http://ods.gmu.edu/http://universitypolicy.gmu.edu/general.html>  
<http://universitypolicy.gmu.edu/code-of-ethics.html> <http://caps.gmu.edu/learningservices/>

\*\*\*\*\*

May 7 T Catch up on any topic not completely presented  
Class 14 Due: **Field Experience Assignment**

\*\*\*\*\*

May 14 T Challenging Stereotypes in Diverse Population; Class Review of Movies  
Class 15 Due: Watch and Respond to a movie which includes a diverse population from the list provided

\*\*\*\*\*

No Final Exam

### Course Assignments:

Class Participation: Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as quantity of your participation. Such participation can only occur when you are present and engaged. In this regard, in class assignments/reflections will be used to engage your thinking on the day’s topic. (150 points: 15 points for each for 10 class reflections **and** participation in class)

Read and Respond\*: The assignment will be given each week. Students are to place their responses on Blackboard Discussion Board. There will be 12 assignments-students may choose any 10 to do (150 points = 10 responses at 15 points each)

Be a Teacher for 15 Minutes: You want to be a teacher...here’s your chance! Create and present information to our class on a topic under **one** of the approved topics related to student diversity. Approval and signup required. (100 points: see values under Assignments on Blackboard)

Multicultural Research: Read three current professional journal articles on multiculturalism and/or multicultural education be ready to discuss them in class. Make 3 note cards for each source with proper references; include 3 key concepts per article and 2 quotes from each source worthy of class discussion. 100 points: 60 points for having 3 key concepts per article; 30 points for 2 quote from each source worthy of class discussion; 10 points to clear, complete references)

Professional Conversation with a Current Public School Teacher aka: Teacher Interview: Engage in a dialogue with a teacher to learn how this educator addresses the needs of exceptional children. . More details related to the topics will be given in class. Take notes or record the interview. A class discussion will be held on the topics. You will be required to share insights you have gained through your conversation which reinforces or negates (from the teacher’s perspective) concepts learned in the course. Please probe for examples to illustrate the teacher' comments. Write a paper where you explain: (1) the grade level and demographics of the students with whom this teacher works, and the number of years this teacher has taught and scope of his/her experience worth 10 points; (2) the teacher’s responses to the questions you prepared. Also include a class connection statement related to what we have studied; a question that arises from what you learned and a comment about what you think teachers must do for exceptional students. (100 points = 10 points for grade, demographics of class, experience of teacher; 90 points for teacher’s response to 6 questions including a class connection statement, a question that arises from what you saw and a comment about what think teachers must do for exceptional students)

Field Experience: Observe in a public school setting for a minimum of 10 hours to include: at least 45 minutes in a Professional Learning Community meeting; and at least 45 minutes in a Special Education or IEP meeting or 504

screening meeting or 504 Plan meeting; and at least 7 hours in a special education or regular education classroom. A reflection paper is worth 100 points. See Blackboard for the requirements.

### Grading Scale

A=100-94; A- = 93-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-72-70; D=69-65

<b>A</b>	700 – 658	<b>B</b>	608 – 581	<b>C</b>	538 – 511
<b>A-</b>	657 – 630	<b>B-</b>	580 – 560	<b>C-</b>	510 – 490
<b>B+</b>	629 – 609	<b>C+</b>	559 – 539	<b>D</b>	489 – 455

### Assignments

Assignments	Point Values
Class Participation (10 x 15 points each)	150 points
Read Responses (10 x 15 points each)	150 points
Be a Teacher for 15 Minutes	100 points
Multicultural Research	100 points
Professional Dialogue (aka: Teacher Interview)	100 points
Field Experience	<u>100 points</u>
Total	700 points

### Evaluation:

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments will be graded. All assignments are due at the beginning of class.