

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Division of Elementary, Literacy, and Secondary Education**

**EDUC 301-002: Educationally Diverse Populations—Handicapped, Gifted, and
Multicultural
3 Credits, Spring 2015
Wednesday, 7:20-10:00 p.m. Aquia Building 213**

INSTRUCTOR:

Name: Colleen Barry

Office Hours: By appointment only

Office location: Not applicable

Office phone: Not applicable

E-mail: cpiscop1@gmu.edu

COURSE DESCRIPTION:

A. Prerequisites

None

B. University Catalog Course Description

Introduction to educational issues; not applicable in graduate-level teacher education programs. Introduces psychological, sociological, educational, and physical aspects of diverse populations in today's schools for early and middle education. Emphasizes litigation and legislation pertaining to education of diverse populations.

Notes: Requires school-based field experience during course.

C. Expanded Course Description

Not applicable

LEARNER OBJECTIVES

This course is designed to enable students to:

- Deconstruct the historical, economic, and cultural structures in public education that have an impact on exceptional children, English language learners, students' socioeconomic status, race, and multicultural education;
- Reflect on personal biases and how such biases may influence the way a teacher uses instruction in the classroom for all learners;
- Discuss laws and major court cases related to exceptional children, English language learners, and diversity in schools;
- Examine the broader educational and social context, which impacts the work of the public school teacher;
- Investigate and research an educationally diverse population;
- Explore how social justice education can challenge current realities in schools and improve the education of diverse learners.

NATURE OF COURSE DELIVERY

Students in this course will participate in individual and group activities structured around readings, discussions, and presentations. Active participation is an important element of this course. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas.

REQUIRED TEXTS

Cushner, K., McClelland, A., & Safford, P. (2014). *Human diversity in education: An intercultural approach* (8th ed.). New York, NY: McGraw Hill.

Schwarz, P. (2006). *From disability to possibility: The power of inclusive classrooms*. Portsmouth, NH: Heinemann.

Recommended Text

Publication Manual of the American Psychological Association, 6th ed. Washington, DC: American Psychological Association, 2010.

Recommended Readings

Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: A Rethinking Schools Publication.

Cornbleth, C. (2008). *Diversity and the new teacher: Learning from experience in urban schools*. New York, NY: Teachers' College Press.

Delpit, L. (2006). *Other people's children: Cultural conflict in the classroom* (2nd ed). New York, NY: The New Press.

Freire, P. (1994). *Pedagogy of the oppressed*. New York: Continuum. (Original work published 1970).

Garcia, E. E. (2005). *Teaching and learning in two languages: Bilingualism and schooling in the United States*. New York, NY: Teachers College.

Igoa, C. (1995). *The inner world of the immigrant child*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Kozol, J. (2005). *The shame of the nation :the restoration of apartheid schooling in America*. New York, NY: Crown Publishers.

Kugler, E.G. (2012). *Innovative voices in education: Engaging diverse communities*. New York, NY: Rowman & Littlefield Education.

Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children* (2nd ed). San Francisco, CA: Wiley/Jossey-Bass.

Nieto, S. (2005). *Why we teach*. New York, NY: Teacher College Press.

Noguera, P. A. & Wing, J. Y. (2006). *Unfinished business: Closing the racial achievement gap in our schools*. San Francisco, CA: Wiley/Jossey-Bass.

- Ore, T. E. (2009). *The social construction of difference and inequality: Race, gender and inequality* (5th ed.). New York, NY: McGraw-Hill.
- Suarez-Orozco, C., Suarez-Orozco, M., & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Harvard University Press.
- Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.
- Wise, T. (2011). *White like me: Reflections on race from a privilege son*. Berkley, CA: Counterpoint Press.
- Zinn, H. (2005). *A people's history of the United States*. New York, NY: Harper Perennial.

Recommended Internet Sources

- Classism <http://www.classism.org/>
- Critical Pedagogy <http://www.freireproject.org/>
- Ed Change <http://www.edchange.org/index.html>
- Frontline Dropout Nation <http://video.pbs.org/video/2283603203>
- Frontline Poor Kids <http://video.pbs.org/video/2306814133/>
- George Mason University Library Education InfoGuide <http://infoguides.gmu.edu/cat.php?cid=2136>
- Gifted Learners http://www.ri.net/gifted_talented/character.html
- Henry Giroux <http://www.henryagiroux.com/>
- Multicultural Education & Culturally Responsive Teaching <http://www.ithaca.edu/wise/multicultural/>
- Office of Special Education (U.S. Department of Education) <http://www2.ed.gov/about/offices/list/osers/osep/index.html?src=mr>
- Online Writing Lab (APA) <https://owl.english.purdue.edu/owl/resource/560/01/>
- Paulo Freire Project <http://www.freireproject.org/>
- Poor Magazine <http://poormagazine.org/node/4215>
- Purdue Online Writing Lab APA <http://owl.english.purdue.edu/owl/resource/560/01/>
- Rethinking Racism- Colorblindness <http://www.wycc.org/>
- Sexual Orientation Links http://www.ithaca.edu/wise/sexual_orientation/
- U.S. Department of Education <http://idea.ed.gov/>
- Virginia Department of Education <http://www.doe.virginia.gov/>

COURSE ASSIGNMENTS

Note: Assignments must be submitted into Bb by 11:59PM on the due date or no credit is given. All typed assignments should be double-spaced typed in APA format (e.g., Times New Roman 12-point font, 1-inch margins, etc.). All assignments should be proofread for grammar and errors. Page length will vary based on specific assignment. All rubrics are located under the *Assignments* tab in Blackboard.

A. Class Participation- 20%

Students are expected to attend all classes, arrive on time, and stay until the end of class. Participation, which comprises 20% of your grade, is expected and is an essential part of class. Class participation is how you engage in the class discussions (See Blackboard for ways to participate in class).

B. School-Based Experiences- 25%

The purpose of the school-based experience is to provide you with the opportunity to (1) connect the goals of the course to classroom/school practice, (2) gain exposure to a variety of classroom/school communities, and (3) promote critical, self-reflection about the practice of teaching and the culture of schools. You will be required to attend a total of **8 hours** of school-based experience at an accredited school(s) in the area, plus **two of the eight hours are to be spent attending a faculty meeting, curriculum meeting, a PLC meeting and/or an afterschool program/activity**. You are required to observe in **four, two-hour increments**.

To begin the school-based experience, you must register online at <https://cehd.gmu.edu/endorse/ferf> **no later than February 11**. Ms. Comfort Uanserume, Mason's Clinical Practice Specialist, can answer any questions or concerns you may have about your school-based experience and/or placement. The sooner you sign-up, the better chance you will get placed quickly.

During your school-based experience, **you are required to keep a journal** that includes fieldnotes and reflections regarding the field observation. The journal must be typed, double-spaced, and turned in on Blackboard. In order to give you helpful and timely feedback you have the *option* of turning in a draft of field observation fieldnotes and reflections on **March 25**. The final paper will be due **May 13**.

When you attend your field observations, consider the following questions:

- What was the lesson about?
- Were there elements of multicultural education, social justice education, culturally responsive pedagogy, differentiation, sheltered instruction, or other pedagogies?
- What did you see and hear the teacher do and say?
- What did you see and hear students do and say?
- What strategies did you see the teacher use? How did the students respond?
- How did the teacher interact with students?
- What did you enjoy about the lesson? Why?
- What did you wish you saw? Why?

In addition to the detailed fieldnotes, you will write a reflection on each visit. Reflect on some of the following:

- What did you learn from this observation?
- How will you use what you learned in your future practice as a teacher?
- Make connection of what you saw and heard in the classroom with our class discussions, activities, and readings.

Be sure to have your field supervisors sign the Educator Letter (on Blackboard) and Field Experience Documentation Form and digitally attach the form to your field experience journal.

C. Community Walk- 15%

The community walk is tied to your school-based experiences. You will spend 1-2 hours in the community in which your school-based experiences are occurring. Detailed instructions and assignment guidelines are provided on Blackboard. It is encouraged that you do this activity in pairs, even if you are not at the same school. However, your final output is an **INDIVIDUAL 3-4 page narrative reflection**. This assignment must be completed by **March 25**.

D. Person Like Me- 20%

You must do the thing you think you cannot do. (1960) —Eleanor Roosevelt

This assignment encourages you to branch outside of your comfort zone and to reflect on who you are by honestly evaluating your own experiences in terms of the system(s) of privileges that have impacted your life. You must: (1) choose a site with which you are unfamiliar and might provide information that will help you in your career working with diverse students; (2) if you do not feel ready to see “an other” as “like you,” do not select that as a site right now; and (3) only do what feels safe, preferably going to any of these sites with a partner. You are to spend at least one hour at this site and begin a conversation with someone who is at the site. You are not to take notes and you may not video/audio record while you are having this conversation-- the conversation should flow naturally. You may write down some notes after you get in your car/bus/bike. We will come up with typical questions for this conversation during the second week of class. In the end, you will design a reflective piece (graphic, concept map, poster, poem, etc.), which will include:

- information of the interviewee’s life
- how his or her life has been impacted by unique experiences
- how that person is like you.
- how those connections relate to your future teaching diverse learners

This assignment is due **February 25**

Possible Diversity Experiences include:

| Category | Possible Experiences |
|----------------------|--|
| Social class | -Attend a soup kitchen, stand in line and eat with those at the kitchen -Visit a social security office -Visit a homeless shelter |
| Religion | - Attend a service not of your predominant faith -Visit a center of worship and participate in a religious studies class (e.g., Sunday School) |
| Gender/ Sexuality | - Volunteer at a rape crisis center or battered women’s center - Visit a gay bar (students age 21 and older) |
| Race/Ethnicity | - Visit a minority house of worship - Shop in an ethnic neighborhood different than you own - Take part in an ethnic pride day event |
| Language | - Attend an activity, class, or service not in your own language |
| Exceptionality | -Volunteer at a program for adults with disabilities -Volunteer with the Leukemia and Lymphoma Society -Visit and/or volunteer at a Special Olympics event |

E. Blackboard Wiki Page on Education Diversity

Choose a topic that interests you regarding educating students from diverse backgrounds. Research the topic using the following: required readings, recommend readings and resources, and recently published articles in peer-reviewed education journals on your topic. On the wiki page you will need to: 1) describe the problem, 2) synthesize the information you learned, 3) describe how the readings influenced your way of thinking about students from diverse backgrounds, and 4) how it may influence your practice as a teacher. The wiki page must be in APA format and include at least 5 references including peer-reviewed articles and course readings. This assignment is divided into five manageable tasks. In addition, throughout the course there will be opportunities to discuss your progress and attend to any questions about the wiki page. The following are the list of tasks:

Task 1: Topic - Due February 4

In one brief paragraph explain what you plan to research. What are you interested in learning about? Why does this topic interest you? What do you hope to learn? Think of this task as the beginning of a conversation about your project. Look through your books and other resources. Ideas may include: gifted education, dually-identified students, sheltered instruction, refugee students, home school students, autism, ELL instruction, culturally relevant pedagogy, military kids, Native American education, etc.

Task 2: Bibliography - Due February 18

Develop a bibliography list of 8 peer-reviewed articles (that we have not read in class) that is relevant to your topic. The bibliography must be in APA format.

Task 3: Annotated bibliography - Due March 18

Write an annotated bibliography of 5 peer-reviewed articles (that we have not read in class) you plan to use in your final project. The annotated bibliography must be in APA format.

Task 4: Draft of wiki page - Due April 1

Bring a draft of your wiki page to class for peer review.

Task 5: Final Wiki Page - Due April 15

For the full description and expectations, please refer to the rubric on Blackboard. You will also be responsible for providing feedback on three students' wiki pages.

| Requirements | Percentage |
|---|---------------|
| WRITTEN PAPERS/ASSIGNMENTS/PRESENTATIONS | |
| <i>Class Participation</i> | 20.0% |
| <i>Field Experience Journal</i> | 25.0% |
| <i>Community Mapping</i> | 15.0% |
| <i>Person Like Me</i> | 20.0% |
| <i>Task 1</i> | 2.5% |
| <i>Task 2</i> | 2.5% |
| <i>Task 3</i> | 2.5% |
| <i>Task 4</i> | 2.5% |
| <i>Task 5</i> | 10% |
| TOTAL POINTS/PERCENTAGE | 100.0% |

| | | | |
|---------------|--------------|--------------|-------------|
| A+ = 98 – 100 | B+ = 88 – 89 | C+ = 78 – 79 | D = 60 – 69 |
| A = 93 – 96 | B = 83 – 87 | C = 73 – 77 | F = 0 – 59 |
| A- = 90 – 92 | B- = 80 – 82 | C- = 70 – 72 | |

This course will be graded on a percentage system, with a total of 100 percent. Additionally, rubrics are assigned for each assignment and are located on Blackboard.

FIVE PRINCIPLES FOR CONSTRUCTIVE ENGAGEMENT IN THIS COURSE

1. YOU DON'T KNOW WHAT YOU DON'T KNOW—STRIVE FOR HUMILITY

The material and experiences in the course can be challenging, but you determine how much you want to be challenged –you own your learning. Often times, there may not be a right or wrong answer to the topics that we are discussing. Thus, your ability to deeply reflect is a major component of this course and you are challenged to consider your own biases, which can be a difficult process. This can be done in the spirit of intellectual inquiry and humility. It demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community. Agreement is not required, but mutual respect and consideration is.

2. COMMITMENT IS KEY

This course involves a lot of reading. I know that there will be times when you will scan the readings; that is okay. Just be sure to not make this a regular practice as it will affect your participation grade. Both the readings and assignments are based upon research as well as former students' suggestions for bettering the course in order to best prepare teachers. The assignments and readings build off each other week-by-week. Your brain will get tired as we dive through complex and sometimes controversial topics. Be committed and engaged to the discussions, readings, and assignments to allow yourself to be challenged. Also, being committed means no texting, social media, and/or phone calls during class.

3. **ACTIVE AND COLLABORATIVE LEARNING IS HOW THIS COURSE ROLLS**

We have entered this safe learning space together, as a unit and as a team. The course is designed for a community of learners who want to use critical thinking and reflection to enhance their learning. Being thoughtful, respectful, and engaged during this class is pivotal for the ultimate learning experience. Much of what we accomplish in this class is through small group discussions, paired work, and larger group discussions. Yes, most reading is done outside of the classroom, but how you make sense of the readings through varying perspectives is the focus of our class time. Additionally, active participation is an important element of this course, especially due to the nature of this course being once a week. Students are **expected to complete all class readings prior to each session** in order to engage in active listening, dialogue, and sharing of ideas. Believe me, if you read and are engaged every week, this class will rock your socks off.

4. **FOLLOW DIRECTIONS AND BE PROACTIVE**

Most students lose points on their assignments for not reading the assignment instructions and abiding by the assignment's rubric. All assignment descriptions and rubrics are found under assignments on Blackboard. Though I know you may wait until the last minute to complete some of the course assignments, please pay attention to the requirements of the assignments. If you don't know something, please do not assume; ask questions and be proactive. Also, if you miss a class, it is your responsibility to find out what happened during that class. Because we do participate in life and life becomes busy and we get ill, **one absence** will be granted to each student during the semester. Additional absences reflect upon your participation in class, which hinders your grade. Remember, we only meet once a week, so missing class is equivalent to missing a week's worth of information. If you know you will miss a class, be proactive and inform me as soon as possible.

5. **BE PROUD OF YOUR WORK**

Each assignment builds upon the last. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible. If you need more time to do your best work, let me know and I will work with you. Additionally, I cannot read minds, so if you have any questions or concerns throughout the semester, please schedule an appointment with me. I am willing and flexible enough to make adjustments as needed. I want to make sure that you have a meaningful course experience. Again, this is when being proactive will pay off.

ACADEMIC INTEGRITY

All students are held to the standards of the George Mason University Honor Code; please see the University Catalog for a full description of the code and the honor committee process or visit oai.gmu.edu. The principle of academic integrity is taken very seriously and violations are submitted to the Office of Academic Integrity.

Plagiarism means using the words, opinions, concepts, and/or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

This class will use APA format. If you do not have the APA manual (6th ed.), a great resource in understanding APA can be found at owl.english.purdue.edu. If you don't know much about APA, it is your responsibility to utilize free writing center visits at Mason's Writing Center (www.writingcenter.gmu.edu) or contact me immediately.

What does academic integrity mean in this course?

- All work shall be done individually unless otherwise stated by the instructor.
- Be sure to give credit to all sources to avoid plagiarism of ideas, concepts, words, and/or work. Paraphrase and cite your sources correctly using APA writing style. Failure to do so will result in an Honor Code violation.
- Students will be honest with one another and to the instructor.
- Cheating in any capacity will not be tolerated.
- If you have any hesitation, doubt, or don't understand, always ask the instructor for guidance and clarification. DO NOT ASSUME.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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, and program will be sent to students solely through their Mason email account.
- d. 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 experiences and academic performance (See <http://caps.gmu.edu/>).
- e. 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 (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

TENTATIVE COURSE SCHEDULE

| # | Date | Topic | Readings/Assignments Due |
|--------------------------------|--|---|--|
| Society, Culture and Me | | | |
| 1 | Jan 21 | <i>Introduction and Course Overview</i> | Wheatley, M. J. (2002). "Willing to be disturbed." |
| 2 | Jan 28 | <i>Historical Perspectives</i> | Cushner (2014): Chapter 1 (3-26) & 3 (66-77) Takaki, R. (2013). "A different mirror." Field Experience |
| 3 | Feb 4 <i>Black history month</i> | <i>Theory Behind Multiculturalism</i> | Cushner (2014): Chapter 2 (32-43; 49-59) and 3 (77-86) Chang, B. & Wayne, A. (2009). "You're Asian. How could you fail math?" Gay, G. (2004) "Beyond Brown" Banks, J. A. (1993) "Multicultural Education" Task 1 |
| 4 | Feb 11 <i>Black history month</i> | <i>Race and Ethnicity</i> | Cushner (2014): Chapter 6 & 13 Fordham, & Ogbu, (1986). "Black students' school success: Coping with the "Burden of 'Acting White.'" Bring FCPS Textbook (can be checked out from the JC) |
| 5 | Feb 18 <i>Black history month</i> | <i>Privilege, Power and Oppression in Education</i> | Gorski, (2012). "Complicating White Privilege" Chang, (2013). "I am a product of privilege and you are, too." McIntosh, (1989). "White privilege: Unpacking the invisible knapsack" Task 2 |
| Special Topics | | | |
| 6 | Feb 25 <i>Black history month</i> | <i>The Gaps</i> | Bryen, & Bartel, (1976). "The disadvantaged as a social and professional phenomenon." Kristof, (2012). "How Ms. Grady transformed Olly Neal." Yatvin, (2009). "Rediscovering the 'Pygmalion Effect.'" Person Like Me |
| 7 | March 4 <i>National Women's History Month</i> | <i>Globalization</i> | Cushner (2014): Chapter 7 Darling-Hammond (2010) "Steady Work: How countries build strong teaching and learning systems" |

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|-----------|--|---|--|
| | | | <i>Bring a film, book, webcast, poem, etc. w/ multiple perspectives</i> |
| 8 | March 11 <i>National Women's History Month</i> | <i>NO Class-Happy Spring Break!</i> | |
| 9 | March 18 <i>National Women's History Month</i> | <i>Language learners</i> | Cushner (2014): Chapter 8 Deutscher (2010) “ <i>Does your language shape how you think?</i> ” Goldenberg (2008) “ <i>Teaching English language learners. What the research does-- and does not—say</i> ” (Optional) Salas (2009) “ <i>Defending bilingual education</i> ” Krashen (2009) “ <i>Bilingual education works</i> ” <i>Task 3</i> |
| 10 | March 25 <i>National Women's History Month</i> | <i>Dual Identification of English Language learners</i> | Orosco, & O'Conner, (2014). “ <i>Culturally responsive instruction for English language learners with learning disabilities</i> ” Nguyen, (2012). “ <i>General education and special education teachers collaborate to support English language learners with learning disabilities</i> ” Lo, (2012) “ <i>Demystifying the IEP process for diverse parents of children with disabilities</i> ” <i>Community Mapping</i> <i>OPTIONAL: Rough draft of Field Experience Journal</i> |
| 11 | April 1 <i>Autism Awareness Month</i> | <i>Religion</i> | Cushner (2014): Chapter 9 Schlosser (2013) “ <i>Christian privilege breaking sacred taboo</i> ” Eck (2013) “ <i>See you in court</i> ” <i>Task 4</i> |
| 12 | April 8 <i>Autism Awareness Month</i> | <i>Gender and Sexual Orientation</i> | Cushner (2014): Chapter 10 GLSEN Research Brief Dweck, et al., (1978) “ <i>Sex differences in learned helplessness: II. The contingencies of evaluative feedback in the classroom and III. An experimental analysis</i> ” Brophy, (1981) “ <i>Teacher praise: A functional analysis</i> ” (Read: 5-12; 19-22) |
| 13 | April 15 <i>Autism Awareness</i> | <i>Special Education</i> | Schwarz (2006): All <i>Task 5</i> |

| | <i>Month</i> | | |
|-----------|--|--|---|
| 14 | April 22 <i>Autism Awareness Month</i> | <i>Behavior Considerations</i> | Tyler, et al., (2006) " <i>Cultural considerations in teachers' perceptions of student classroom behavior and achievement</i> " McGrady & Reynolds (2013) " <i>Racial mismatch in the classroom: Beyond black-white differences</i> " http://www.greatschools.org/special-education/support/704-cultural-differences-student-performance.gs <i>Comment on others' Wiki pages</i> |
| 15 | April 29 <i>Autism Awareness Month</i> | <i>Gifted and Twice Exceptional Learners</i> | Foley-Nicpon, et al., (2013) " <i>Twice-exceptional learners: Who needs to know what?</i> " Bianco, (2005) " <i>The effects of disability labels on special education and general education teachers' referrals for gifted programs</i> " http://www.ri.net/gifted_talented/character.html |
| 16 | May 6 <i>Asian - Pacific Islander Month</i> | <i>NO Class-Reading Day</i> | |
| 17 | May 13 <i>Asian - Pacific Islander Month</i> | <i>Final Class Meeting- Wrapping Up</i> | <i>Waiting for Superman</i> <i>Final Field Experience Journal</i> |

Note: The Instructors reserve the right to alter the schedule as necessary