

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**

EDUC 301 002 – Educating Diverse Populations: Handicapped, Gifted, Multicultural  
3 Credits, Fall 2017

Tuesdays 4:30 – 7:10 p.m. Robinson Hall B220 Fairfax Campus

**Faculty**

Name: Beverly J. Worek  
Office Hours: By Appointment  
Office Location: Please email  
Office Phone: Please email  
Email Address: bworek@gmu.edu

**Prerequisites/Corequisites** None.

**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. This class requires school-based field experience during course.

**Course Delivery Method**

This course will be delivered using a lecture format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.
2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.
3. Create a safe, challenging and enriching environment for all students.

**Required Texts**

No text required; all reading will be available through the internet as listed below. Details (and changes if made) will be provided in class and on Blackboard. See below for partial assignments.

## Course Performance Evaluation

Students are expected to submit all assignments on time. They will be posted on Blackboard: Assignments. Completed assignment should be posted in the same location.

- **Assignments (See below)**
- **Field Experience is required**
- **Participation in class is critical**
- **No formal tests or quizzes**

Attendance: This is extremely important. Anyone missing more than 3 classes will be required to do additional work, but no points will be added to the grade.

• Assignments:	Point Values
Class Reflections (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

### Course Assignments:

Class Participation and Class Reflections: 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. You must be present in class to earn these points. Class reflections are due prior to the next class meeting, BUT must be done within 14 days of class assignment due date to obtain credit. (150 points: 15 points for each for 10 class reflections **and** participation in class)

Read and Respond: The assignment will be given during class and on Blackboard. Students are to place their responses on Blackboard as directed in class. There will be 10 assignments. Read and Respond assignments due prior to the next class meeting, BUT must be done within 14 days of class assignment due date to obtain credit. (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 and be ready to discuss them in class. Provide the following information for each source including proper references: 3 key concepts, 1 paragraph showing connections and

applications, and 1 quote from each source worthy of class discussion. (100 points: 45 points for 3 key concepts per article; 39 points for making connections/applications of the articles, 15 points for a quote from each source worthy of class discussion, 1points for proper 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 diverse 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. Respond in writing. Give 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. Use the following format for each of 5 topic of discussion. A. Write the question and the teacher's answer. (4 points) B. State the follow up question you asked and further knowledge you gained. (4 points) C. Tell about the connection that you made related to what we have studied this semester in EDUC 301. (4 points) D. What questions do you now have about what you learned about this diverse population? (4 points) E. In a summary paragraph, for this topic, explain, in detail, what you think teachers must do for diverse students. (4 points) Total 100 points

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. Field Experience must be request as described in class. Observations need to be done within the last 3 weeks of class. See Blackboard for the requirements. Total 100 points

- **Evaluation:**

Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. Assignments will be awarded points as stated above. All assignments are due at the beginning of class.

Note: More detailed descriptions of assignments are at the end of the syllabus.

- **Other Requirements**

Attendance: This is extremely important. Anyone missing more than 3 classes will be required to do additional work, but no points will be added to the grade.

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

## Professional Dispositions

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

## Professional Dispositions

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

## Class Schedule

Class meets Tuesdays from August 29 through December 5. There will be no class on Tuesday, October 10<sup>th</sup>.

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	August	29	School Accountability	
T	Sept.	5	VA Accreditation - ESSA	School Report Card and Sub-group Achievement in VA schools and How VA complies with No Child Left Behind Act <a href="http://www.doe.virginia.gov/statistics_report/s/school_report_card/">http://www.doe.virginia.gov/statistics_report/s/school_report_card/</a> <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml">www.doe.virginia.gov/testing/sol/standards_docs/index.shtml</a>
T	Sept.	12	IDEA and LD	<a href="http://www.ldonline.org/article/Visual_&amp;_Auditory_Processing_Disorders">http://www.ldonline.org/article/Visual_&amp;_Auditory_Processing_Disorders</a> <a href="http://ttaconline.org/">http://ttaconline.org/</a>
T	Sept.	19	Autism and OHI	Autism and ABA readings; student choices
T	Sept.	26	Special Education Eligibility	TBA
T	October	3	504 and SpED Forms	TBA
T	October	10	No Class (Monday classes meet today)	
T	October	17	Gifted	<a href="http://www.ri.net/gifted_talented/character.htm">http://www.ri.net/gifted_talented/character.htm</a>
T	October	24	Culture and Multicultural	TBA
T	October	31	Multicultural; PLC, RIT	TBA
T	Nov.	7	Low SES; Religion	<a href="http://www.adl.org/religion_ps_2004/prayer.asp">http://www.adl.org/religion_ps_2004/prayer.asp</a>
T	Nov.	14	Black; Hispanic	TBA
T	Nov.	21	Gender; LGBTQ	TBA
T	Nov.	25	ELL; Bullying	TBA

DATE			TOPIC	READINGS/ASSIGNMENT DUE
T	Dec.	5	School Regulations	<a href="http://ulife.gmu.edu/">http://ulife.gmu.edu/</a> <a href="http://ods.gmu.edu/http://universitypolicy.gmu.edu/general.html">http://ods.gmu.edu/http://universitypolicy.gmu.edu/general.html</a> <a href="http://universitypolicy.gmu.edu/code-of-ethics.html">http://universitypolicy.gmu.edu/code-of-ethics.html</a> <a href="http://caps.gmu.edu/learningservices/">http://caps.gmu.edu/learningservices/</a>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### 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: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**