

George Mason University
College of Education and Human Development
Elementary Education

EDUC 301 001-Educating Diverse and Exceptional Learners

3 credits, Summer 2018

Monday & Wednesday 7:20-10:00, Thompson Hall L013, Fairfax Campus

Faculty

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Office Hours: By appointment only

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Prerequisites/Co-requisites None

University Catalog Course Description

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.

Course Delivery Method This course will be delivered using a lecture and discussion format with the potential option of a few virtual online sessions.

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. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.
4. Engage in critical and reflective discussions related to systemic-isms in education.
5. Create a safe, challenging and enriching environment for all students.

Required Texts

No text required. All readings and media material for the course will be available through links and PDFs on Blackboard under Course Content.

Professional Standards

Upon completion of this course, students will have met the following professional standards:

InTASC Standards (The Interstate Teacher Assessment & Support Consortium):

- Standard #2: **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Course Performance Evaluation

Students are expected to submit **all** assignments **on time** and in the manner outlined by the instructor on the **assigned due date** (Blackboard or hard copy). Late assignments will receive reduced credit. All assignments will be posted and should be completed on Blackboard.

- **Assignments and/or Examinations:**
 - Field experience is required
 - There will be no formal tests or quizzes

Assignments	Due Date	Points
Class Participation: 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 class assignments and discussions will be used to engage your thinking on the day's topic.	Ongoing	140 (10 points per class)
Be A Teacher for 15 Minutes: You want to be a teacher so here's your chance! Create and present information to our class on one of the approved topics related to student diversity. Approval and sign-up	6/13-6/18	50

required. (List of potential topics, specific directions, and rubric on Blackboard).		
Multicultural Research Summaries (3): 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: The key concepts of the article (bullet points or paragraph), 1 paragraph showing connections and applications, 1 quote from the source worthy of class discussion and proper reference/citation (APA 6th). (20 points for each article = 80 points; assignment details on blackboard).	6/25	80
Professional Dialogue/Teacher Interview: Engage in a dialogue with a teacher to learn how this educator addresses the needs of diverse children. 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 and complete a write up and reflection of the interview. (Assignment details on Blackboard).	7/09	100
Field Experience Reflection: Observe in a public school setting for a minimum of 10 hours to include a special education or regular education classroom. A reflection paper will be completed with instructions posted on Blackboard. Observations need to be done within the last 3 weeks of class. (See Blackboard for the requirements).	7/18	100
Educational Philosophy Paper & Presentation: In this paper you will read through your initial teaching philosophy response, along with your free writes and synthesize how you and your teaching philosophy has or has not changed over the course of the semester. You are not summarizing what has happened, but rather you are synthesizing who you were and who	7/23 & 7/26	100

you are now. This paper should be between 4-6 pages. Additionally, you will create a visual representation of yourself and your teaching philosophy that you will present in a 5-10 minute presentation to the class (**assignment details on blackboard**).

- **Attendance**

Attendance is mandatory and required. It is directly tied to the class participation grade for this course. In the event, that a class must be missed please communicate to the professor prior to the event or as soon as possible. Students who miss more than 3 unexcused class sessions will receive a “one letter grade” deduction from the final grade in the course.

- **Grading**

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted on the due date stated within the syllabus and should be submitted in the format outlined by the professor.

Specific Assignments

1. Class Participation (10 points per class)
2. Be a Teacher for 15 minutes
3. Multicultural Research Summaries
4. Professional Dialogue
5. Education Philosophy Paper & Presentation
6. Field Experience

Point Values

- 140 points
50 points
80 points
100 points
100 points
100 points

570 points

A+	=100	4.00
A	94-99	4.00
A-	90-93	3.67
B+	85-89	3.33
B	80-84	3.00
C	70-79	2.00
D	60-69	1.00
F	<59	0.00

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Date	Topic	Due for Class
6/04	Class 1: <ul style="list-style-type: none"> • Introduction (teaching philosophy) and Syllabus Review • Intersectionality • Sympathy vs. Empathy 	Complete teaching philosophy in Week 1 Folder on Blackboard prior to <i>Class 1</i> Teaching philosophy
6/06	Class 2: <ul style="list-style-type: none"> • Brief History of Education • School Accountability • ESEA to NCLB to ESSA 	Complete all readings and activities in Week 2 Folder on Blackboard <i>prior to Class 2</i> ❖ <u>Sign up for Field Experience</u> Historical Timeline of Public Education in the U.S.: https://www.raceforward.org/research/reports/historical-timeline-public-education-us From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to the Every Student Succeeds Act (ESSA) 2015: https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-

		<p><u>of-1965/</u></p> <p>Every Student Succeeds Act (ESSA) 2015:</p> <p><u>https://www.ed.gov/essa?src=rn</u></p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • The Changing Federal Role in School Accountability • School Accountability and Standard-Based Education Reform
6/11	<p>Class 3:</p> <ul style="list-style-type: none"> • Ableism • Impact of IDEA • Categories of Disabilities under IDEA • Autism Spectrum Disorder 	<p>Complete all readings and activities in Week 3 Folder on Blackboard <i>prior to Class 3</i></p> <p>IDEA: <u>https://sites.ed.gov/idea/about-idea/</u></p> <p>National Center for Education Statistics: Children and Youth with Disabilities: <u>https://nces.ed.gov/programs/coe/indicator_cgg.asp</u></p> <p>National Institute of Mental Health (NIMH): <u>https://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml</u></p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • The Legal History of Special Education • Categories of Disability Under IDEA
6/13	<p>Class 4:</p> <ul style="list-style-type: none"> • Special Education Eligibility • Overview of IEP/504 • Disproportionality in Special Education 	<p>Complete all readings and activities in Week 4 Folder on Blackboard <i>prior to Class 4</i></p> <p>Be a Teacher for 15 minutes – presentations</p> <p>Understood: <u>https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans</u></p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Back to the Basics • Guiding IEP Teams • Overrepresentation of Minorities in Special Education

		<ul style="list-style-type: none"> • Federal Policy on Disproportionality
6/18	Class 5: <ul style="list-style-type: none"> • Gifted Education • Discrimination and Disparities in Gifted Education 	<p>Complete all readings and activities in Week 5 Folder on Blackboard <i>prior to Class 5</i></p> <p>Be a Teacher for 15 minutes – presentations</p> <p>National Association for Gifted Education: https://www.nagc.org/resources-publications/gifted-education-practices</p> <p>Reading(s) (on Blackboard):</p> <ul style="list-style-type: none"> • Gifted Education: Robin Hood or the Sherriff of Nottingham? • 6 Myths of Gifted Education that Lead to Overlooking Talented Minority Students
6/20	Class 6: <ul style="list-style-type: none"> • Multicultural Education • Culture, Language, & Identity • Cultural Pluralism 	<p>Complete all readings and activities in Week 6 Folder on Blackboard <i>prior to Class 6</i></p> <p>Definitions of Multicultural Education: http://www.nameorg.org/definitions_of_multicultural_e.php</p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • Re-imagining Multicultural Education • Culturally Responsive Teaching Matters
6/25	Class 7: <ul style="list-style-type: none"> • Bilingual Education • Dually Identified Students 	<p>Complete all readings and activities in Week 7 Folder on Blackboard <i>prior to Class 7</i></p> <p>Field Experience Begins</p> <p>❖ Multicultural Summaries Due</p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • A Brief History of Bilingual Education in the U.S. • WIDA Standards (Skim)
6/27	Class 8: <ul style="list-style-type: none"> • Class (Socioeconomic Status) 	<p>Complete all readings and activities in Week 8 Folder on Blackboard <i>prior to Class 8</i></p> <p>Reading(s) (on blackboard):</p>

		<ul style="list-style-type: none"> • The Myth of the “Culture of Poverty” • The Concentration of Poverty in Our Schools
7/2	Class 9: <ul style="list-style-type: none"> • Religious Diversity • Political Diversity 	<p>Complete all readings and activities in Week 9 Folder on Blackboard <i>prior to Class 9</i></p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • Religious Diversity in Schools: Addressing the Issues • Should Teachers Talk Politics in the Classroom? • Politics in the Classroom: How much is too much?
7/4	No Class	Independence Day
7/9	Class 10: <ul style="list-style-type: none"> • Gender • LGBTQ 	<p>Complete all readings and activities in Week 10 Folder on Blackboard <i>prior to Class 10</i></p> <p>❖ Professional Dialogue/ Teacher Interview Due</p> <p>LGBT Inclusive Curriculum: https://www.glsen.org/educate/resources/curriculum</p> <p>Teaching Tolerance: https://www.tolerance.org/topics/gender-sexual-identity</p> <p>Inspiring the Future: Redraw the Balance https://www.youtube.com/watch?v=qv8VZVP5csA</p> <p>Proposed Gender Equity in Education Act of 2017: https://www.govtrack.us/congress/bills/115/s1421</p> <p>Gender Equity in the Classroom: https://www.edutopia.org/blog/gender-equity-classroom-rebecca-alber</p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • Schools Address Gender Inclusion to Ensure All Students can Learn • Gender Equity in Education Data Snapshot
7/11	Class 11: <ul style="list-style-type: none"> • Students of color • Biracial/Multiracial 	<p>Complete all readings and activities in Week 11 Folder on Blackboard <i>prior to Class 11</i></p> <p>Racial/Ethnic Enrollment in Schools: https://nces.ed.gov/programs/coe/indicator_cge.asp</p> <p>Teaching Tolerance: https://www.tolerance.org/magazine/when-</p>

		<p><u>educators-understand-race-and-racism</u></p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • The Aftermath of “You’re Only Half”: Multiracial Identities in the Literacy Classroom • Social Justice Standards: The Teaching Tolerance Anti-Bias Framework
7/16	<p>Class 12:</p> <ul style="list-style-type: none"> • Trauma • Bullying 	<p>Complete all readings and activities in Week 12 Folder on Blackboard <i>prior to Class 12</i></p> <p>National Education Association (NEA) – Teaching Students to Prevent Bullying: http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html</p> <p>Edutopia: Students Standing Up to Bullying and Hate: https://www.edutopia.org/blog/standing-against-bullying-not-in-our-schools-suzie-boss</p> <p>Not in Our Town/Not in Our Schools: https://www.niot.org/nios/about</p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • Responding to Trauma In Your Classroom <p>View in Class: Bullied Documentary</p>
7/18	<p>Class 13:</p> <ul style="list-style-type: none"> • Classroom Dynamics 	<p>Complete all readings and activities in Week 13 Folder on Blackboard <i>prior to Class 13</i></p> <p>Field Experience Reflection Due –print and bring in hard copy to class.</p> <p>Teaching at the Intersections: https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections</p> <p>Reading(s) (on blackboard):</p> <ul style="list-style-type: none"> • How Classroom Dynamics Shape Student Experiences?
7/23	<p>Class 14:</p> <ul style="list-style-type: none"> • Education 	<p>Education Philosophy Presentations Due- submit in blackboard by 11:59pm</p>

	Philosophy Presentations	
7/26	Class 15: No Class	Education Philosophy Paper Due- submit in blackboard by 11:59pm

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/> .