

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**

College of  
EDUCATION HUMAN DEVELOPMENT MASON



Promoting Learning Development Across the Lifespan

**EDUC 301-001 Educating Diverse and Exceptional Learners**  
**3 credits, Spring 2023**  
**Thompson Hall 1020, Fairfax Campus**  
**January 26 to May 11, 2023**  
**Thursdays, 10:30am-1:10pm**

**Faculty**

Name: Dr. Jamie Day

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**Prerequisites/Co-requisites** 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.

**Note: This course requires 15 hours of school-based field experience during the semester. We will for field work experiences on our first class together. You may access the registration forms and more information at the TEACHERtrack@Mason Officer (<https://education.gmu.edu/teacher-track-office/student-field-experience/>)**

**Please be aware of and follow all policies and procedures for Mason's Safe Return to Campus (<https://www.gmu.edu/safe-return-campus>)**

## **Course Overview**

This course provides an introduction to the sociocultural factors (e.g., race, ethnicity, religion, language, gender, sexual orientation, socioeconomic status) intersect to shape cultural identity and influence the educational experience of culturally and linguistically diverse and exceptional learners. Laws and policies that affect education along with instructional approaches and strategies that value diverse learners through a strengths-based lens and support inclusive classrooms are explored. This course provides a springboard for deeper learning around these critical topics.

## **Course Delivery Method**

This course will be delivered in person. You will access course readings, required assignments and other course materials on Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name and password.

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week: Our course week will start on Thursdays, the day of our course sessions, and will end on Wednesdays.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. The instructor is available for virtual (preferred) or in-person conferences. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Accommodations:** Learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **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**

Nora, J., & Echevarria, J. (2016). *No more low expectations for English learners*. Heinemann.  
ISBN: 978-0-325-07471-9

All additional 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.

### CAEP 2018 K-6 Elementary Teacher Preparation Standards:

- **Standard #1: Understanding and Addressing Each Child’s Development and Learning Needs.** Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.
- **Standard #5: Developing as a Professional.** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

## 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. Late assignments will receive reduced credit. All assignments will be posted in Blackboard. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

### Assignments and/or Examinations:

Assignment	Due Date	Points
<b>Class Participation:</b> The class participation grade will reflect the quality as well as quantity of your participation. Satisfactory participation requires that you are engaged each week during class discussions and complete ALL learning tasks/assignments in a thorough, thoughtful, and timely way.	<b>Ongoing</b>	150  (10 points per class)
<b>Teacher Journal Article Responses (2):</b> Twice during the course, you will select, read, and respond to a journal article from a variety of prominent practitioner journals focused on various topics associated with effectively teaching diverse learners in inclusive classrooms. These articles will introduce you to reading relevant professional journals to pursue your own professional development and lifelong learning as a practicing teacher. (Assignment details below and on Blackboard).	<b>Article #1 – Feb 23</b>  <b>Article #2 – March 23</b>	50  (25 points per response)

<b>Be A Teacher for 15 Minutes:</b> Collaborate with a classmate to create and share a multimedia presentation on one of the approved topics related to student diversity. (List of potential topics, specific directions, and rubric on Blackboard. Multimedia Presentation format must be compatible with Blackboard).	<b>April 20</b>	50
<b>Professional Dialogue w Future Teacher Self:</b> Thinking as a future teacher, share responses to 4 questions about 4 topics connected to learning in EDUC 301. Through this “interview” with your future teacher self, you will share the knowledge, dispositions, and insights gained around working with diverse and exceptional learners and their families in your future classroom/school. (Assignment details below and on Blackboard).	<b>May 4</b>	100
<b>Field Experience &amp; Reflection:</b> Observe in a public-school setting for a minimum of 15 hours. At least one observation must be done in a fully inclusive classroom (e.g., with students receiving special education services and/or ELs). Other observations may include self-contained classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities) and/or an EL classroom (can be an EL class taught by EL teacher, a content class with ELs taught by general ed teacher, or a co-taught classroom with EL and content teacher). A reflection paper will be completed with instructions posted on Blackboard. Observations need to be completed by the last 3 weeks of class. (Assignment details below and on Blackboard).	<b>May 11</b>	100

### Major Assignment Descriptions:

**Class Participation (10 points per class):** Active participation in learning activities during weekly class sessions is a crucial element of this class. Your class participation grade each week will reflect the quality of your participation. Such participation can only occur when you are present, prepared and engaged in class learning activities. It your responsibility to complete readings, watch videos, explore websites, etc. in preparation for each class. All required learning tasks are posted on Blackboard, organized into class session folders under Course Content. Each class session folder contains all required tasks that must be completed in preparation for that class. It is your responsibility to complete and submit all required assignments by the due dates.

To be successful and enjoy your learning experience, it is recommended that you create a learning schedule that allows you to engage with course readings and other required tasks at multiple points throughout each week. It is not advised to access course content once or twice and/or wait until the weekend to engage with the content and complete learning activities. Quality engagement each week means giving yourself time to explore the content deeply, think critically, and come to class prepared to share your thoughts and responses with your peers via respectful dialog and other learning activities.

**Be a Teacher Presentation (50 points):** You want to be a teacher...here’s your chance! You will also practice collaboration skills by working with a peer to create a 15-minute multimodal

presentation about one of the approved topics related to teaching and learning with exceptional and diverse learners. This multimodal presentation will include a brief, meaningful activity to engage your peers around the content/topic. You and your partner will share your presentation in class. Everyone will view and respond respectfully to peers' presentations. Topic approval and sign-up required. (List of potential topics, specific directions, and rubric on Blackboard).

**Two Teacher Journal Article Responses (25 points per response):** Read two current professional practitioner journal articles on topics related to effectively teaching diverse and exceptional learners in inclusive classrooms. Article options are organized into folders: Teaching Learners with Disabilities, Teaching Multilingual Learners, and Creating Culturally Relevant or Responsive Teaching and Learning Environments. You will select one article from these folders that is of high interest to you at two points during the semester. Using a graphic organizer template, you will provide the following information for each article:

- 3 key concepts,
- 1 analytical paragraph showing connections and applications,
- 1 quote from each source worthy of class discussion,
- 3 questions to explore in the future.

Provide proper citation in APA-7 style for the article. As you read your selected journal article, please keep notes about your connections, critiques, and/or questions/wonderings so that you will be prepared to complete the graphic organizer. The graphic organizer on Blackboard provides information on how points will be allocated on this assignment.

**Professional Dialogue with Future Teacher Self (100 points):** In this major assignment, you will have a chance to apply and share the knowledge, disposition, and skills that you have gained in EDUC 301 in a creative way by conducting an interview with your future teacher self! You will provide thoughtful, paragraph-level responses to 4 questions each around 4 key topics in EDUC 301.

For this assignment, you will imagine that it is 5 years into the future, and you are now being asked to share your knowledge, philosophy, and vision for working with diverse and exceptional learners and their families with equity and excellence.

You will answer *a set of 4 questions* for 4 different topics related to EDUC 301. You will also generate questions of your own to demonstrate that you are a reflective practitioner who is inquisitive and curious to learn more about effective teaching.

The 4 topics for the dialog/interview are:

- \*Working with English Learners (ELs)
- \*Working with ELs who are Dually Identified for Special Education Services
- \*Working with Students with Individualized Education Plans (IEPs) in Inclusive Classrooms

\*Working with the Parent(s)/Guardian(s)/Families of Diverse & Exceptional Learners

Throughout the course, you should keep notes in a way that makes sense to you about key understandings around these four topics. You should also jot your thoughts about why these key understandings are important to your practice as a future educator of diverse and exceptional learners. These notes will be helpful to you when you begin to answer the specific questions for each of the four topics. These specific questions will be available to you on Blackboard at the beginning of the course.

Your answers to each set of four questions for each of the 4 topics is worth 25 points (25 x 4 = 100 points). You will be graded holistically. Specific criteria for evaluation and the questions for each topic will be shared in Blackboard.

**Paper Specifics:** Create a title page for your work. Use 1” margins and *Times New Roman* 12-point font. Please use single-spacing with double-spacing between each question and between major topics. Include page numbers. Include the headings for each of the 4 major topics in your paper. Be sure to include each question in each section above your answer.

**Field Experience & Reflection (100 points):** This major assignment is based on observations you will conduct in your field placement site. A minimum of 15 hours of observations is required. At least one observation must be done in a fully inclusive classroom (e.g., with students receiving special education services and English learners). Other observations may include:

- classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities)
- an EL classroom (can be an EL class taught by EL teacher, a content class with Multilingual Learners taught by general ed teacher, a co-taught classroom with EL and content teacher).

Make every effort to include an observation of a Professional Learning Community (PLC) or Collaborative Learning Team (CLT) meeting, a Special Education or IEP meeting, a 504-screening meeting, or a 504 Plan meeting. You will write a reflection paper based on three of your observation experiences in your field site placement.

You will need to take careful, detailed notes during each observation that you can refer to as you write your paper. Of course, since you are spending 15 hours doing observations, you will complete more than three observations, but you will reflect on and write about three of the observation experiences. Again, one of these must be the observation in a fully inclusive classroom. See Blackboard for specific directions and the rubric for this paper. We will discuss this assignment in class.

We will register for field experiences on January 26, but all students must complete the [Online Field Experience Registration Form](#) by February 1 if absent. Detailed information about the field experience process can be found at <https://education.gmu.edu/teacher-track-office/student-field-experience/>. Observations need to be done by the last 3 weeks of class.

You will write a reflection paper that makes connections between learning in EDUC 301 and the field placement. That means that you will need to take careful, detailed notes during your observations that you can refer to as you write your paper.

You will answer a set of questions for each of the three observation experiences. You will answer all questions in a clear, detailed way using academic-style language. You should write one or two well-written paragraphs for each of the questions. These questions will invite you to reflect thoughtfully on what you observe in the field placement and to anchor your thinking and assertions in your reflections to learning from EDUC 301, other education courses (if applicable), and any relevant experiences of your own in schools as a teacher education student and/or as a former PreK-12 student.

You are aiming to write thoughtful, reflective answers that demonstrate that you are thinking deeply about connections to what you have learned in EDUC 301. You are welcome to make relevant connections to other education courses and/or your own experiences, but you must make clear, well-explained connections to learning from EDUC 301.

Your answers to each set of questions for each of the 3 observations is worth 33.3 points (33.3 x 3 = 100 points). You will be graded holistically. Specific criteria for evaluation and the question sets for each video observation will be shared in Blackboard.

**Paper Specifics:** Create a title page for your work. Use 1” margins and Times New Roman 12-point font. Please use single-spacing with double-spacing between each question in each set and between observations. Include page numbers. Please include the observation dates, times, and location (e.g., classroom, meeting, etc). Be sure to include each question from each set of questions above your responses to each observation.

**Attendance Policy**

Attendance is mandatory and required. Attendance is directly tied to the class participation grade for this course. If a class must be missed due to unavoidable extenuating circumstances, please communicate to the professor prior to the event or as soon as possible. Students without a serious, extenuating reason for missing a class will lose the participation points for that class session. Students who miss a class for any reason are responsible for obtaining pertinent notes/information/hand-outs from a classmate. The instructor may require make-up work for unavoidable absences. **Students with more than 2 unexcused class sessions will receive “one letter grade” deduction from the final grade in the course.**

**Grading**

<b>Grade</b>	<b>Grading Scale</b>	<b>Interpretation</b>
A+	97-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A	93-96	
A-	90-92	
B+	87-89	



<i>B</i>	<i>83-86</i>	<i>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
<i>B-</i>	<i>80-82</i>	
<i>C+</i>	<i>77 – 79</i>	
<i>C</i>	<i>72 – 76</i>	
<i>C-</i>	<i>70-72</i>	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.</i>
<i>D</i>	<i>60-69</i>	
<i>F</i>	<i>&lt;69</i>	

It is expected that all class assignments will be submitted on time to the correct location on Blackboard. Therefore, late assignments will not receive full credit. Assignments turned in late will receive an automatic deduction of one letter grade for each day of lateness. All assignments must be submitted on the due date stated within each weekly module on Blackboard and must be submitted in the format outlined by the instructor.

**Specific Assignments**

- Class Participation
- Be a Teacher Presentation
- Teacher Journal Article Responses
- Professional Dialogue w. Future Teacher Self
- Field Experience Reflection

**Point Values**

- 150 points
- 50 points
- 50 points
- 100 points
- 100 points

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**450 Points**

## Class Schedule

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

All readings and resources must be reviewed before the start of class and are available on blackboard.

Class Session	Topics	Readings & Resources ON BLACKBOARD	Assignments Due
Session #1 <b>January 26</b>	Introduction and Syllabus Review  Register for Field Experiences (Will be done in class)  <b>Intro to Intersectionality</b>	<b>Explore various websites</b> to understand full inclusion in today’s classrooms  <b>View video on Intersectionality</b> from Learning for Justice	Have access to the syllabus and Blackboard.  Read “Teaching at the Intersections” article
Session #2 <b>February 2</b>	<b>Brief History of Education:</b> (Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational Opportunities Act 1974, etc.);  <b>School Accountability</b> ESEA to NCLB to ESSA;  <b>Impact of IDEA</b> Categories of Disabilities under IDEA [Learning disabilities and Dyslexia, Autism Spectrum Disorder, Other Health Impairment (OHI)]  <b>Special Education Eligibility:</b> Overview of IEP/504	Review historical Timeline of Public Education in the U.S.  Read overview: From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to the Every Student Succeeds Act (ESSA) 2015  Review Individuals with Disabilities Education Act: *IDEA Purpose *IDEA History *Rehabilitation Act of 1973, Section 504 *Americans with Disabilities Act of 1990, Title II *Free and Appropriate Public Education (FAPE) for all children *IDEA-Related Centers *Evidenced-Based Practices	Decide on pairs and topics for Be a Teacher for 15 Minutes with Classmate Presentation (Will be done in class) – DUE Week 11

	Least Restrictive Environment (LRE)	*Office of Special Education & Rehabilitative Services (OSERS)	
Session #3 February 9	<p><b>Response to Intervention (RTI) to MTSS (inc. PBIS)</b></p> <p><b>Assistive Technology with Exceptional Learners</b> Using Digital Tools to Support English Learners' (ELs) Literacy &amp; Language Development</p>	<p>Academic Success for All Students – A Multi-Tiered Approach – from Edutopia</p> <p>Center on Technology and Disability</p> <p>Assistive Technology Basics IRIS Center – Assistive Technology Module</p> <p>Tech Tools to Support ELs Literacy &amp; Language Development – blog from International Literacy Association (ILA);</p>	
Session #4 February 16	<p><b>Intro to World Class Instructional Design &amp; Assessment (WIDA) English Language Development Standards</b></p> <p><b>Foundations of Effective Instruction for English Learners (ELs):</b> Strengths-based vs. deficit perspective</p> <p>Funds of Knowledge</p> <p><b>Sociocultural Perspectives on Learning:</b> Intersection of Culture, Language, &amp; Identity</p>	<p>World Class Instructional Design and Assessment (WIDA) and VA SOLS:</p> <p>Virginia Department of Education – English as a Second Language:</p> <ul style="list-style-type: none"> <li>• Standards</li> <li>• Instruction</li> <li>• Professional Organizations</li> <li>• Parent Resources</li> </ul> <p>Recap of Luis Moll's Research on Funds of Knowledge</p> <p>Reading(s) from textbook: Pages 1-17 of No more low expectations for English learners</p>	

<p>Session #5 <b>February 23</b></p>	<p><b>Introduction to Culturally Relevant, Responsive, Sustainable Pedagogy</b></p> <p><b>Creating Inclusive Classrooms &amp; Connecting with Diverse Families</b></p>	<p>Read Ladson-Billings (2014) Culturally Relevant Pedagogy 2.0: AKA the Remix</p> <p>Read Paris &amp; Alim (2017) What is culturally sustaining pedagogy and why does it matter</p> <p>Read “Understanding the concerns of parents of students with disabilities” (Reading Rockets)</p> <p>Read “Getting to know ELLs’ families” (Breiseth, L., 2016)</p> <p>Review “Best practices for serving ELLs and their families” (Learning for Justice)</p>	<p>Teacher Journal Article Response DUE</p>
<p>Session #6 <b>March 2</b></p>	<p>ASYNCHRONOUS Session</p>	<p>Work on Be a Teacher for 15 Minutes with Classmate Presentation — due in Week 11</p>	
<p>Session #7 <b>March 9</b></p>	<p><b>Intro to the SIOP Model</b> Learning as social activity Learning is Language-Based Access to grade-level content through high expectations</p> <p><b>TESOL’s 6 Principles for Effective Teaching of ELs</b> Universal guidelines from research on language pedagogy &amp; language acquisition theory</p>	<p>Using SIOP Model to link content learning and language development</p> <p>The 6 Principles for Exemplary Teaching of English Learners – from TESOL International</p> <p>WIDA Can-Do Philosophy and Can-Do Descriptors</p> <p>Reading(s) from textbook: Pages 18-35 of <i>No more low expectations for English learners</i> (required paperback textbook)</p> <p>ColorinColorado – A Bilingual Site for Educators and Families of English Learners</p>	

	<p><b>Education &amp; ELs:</b> Federal &amp; State Laws &amp; Policies guiding Education for ELs</p>	<p>Special Education &amp; ELs: Opportunities &amp; Challenges, Student Needs, Instruction &amp; Assessment</p> <p>U.S. Supreme Court Cases: Lau v. Nichols Plyler v. Doe Castañeda v. Pickard</p>	
<p>NO CLASS <b>March 16</b></p>	<p>GMU Spring Recess</p>		
<p>Session #8 <b>March 23</b></p>	<p><b>Dually Identified Students:</b> Language Learning &amp; Language Difference vs. Learning Disability;</p> <p>Programs &amp; Support; Importance of Students’ Cultural, Linguistic, &amp; Educational Background;</p> <p><b>Gifted Education:</b> Discrimination and disparities in Gifted Identification; New Perspectives on Giftedness; Twice exceptional learners—Gifted learners with disabilities</p>	<p>National Association for Gifted Education</p> <p>Problem-Based Learning for Identifying ELs for Gifted and Talented Ed</p> <p>Read from textbook:</p> <ul style="list-style-type: none"> <li>• Pages 37-75 of <i>No more low expectations for English learners</i></li> </ul>	<p>Teacher Journal Article Response DUE</p>
<p>Session #9 <b>March 30</b></p>	<p><b>Universal Design for Learning (UDL)</b></p> <p><b>Teaching for Global Competence</b> Foster inquiry, perspective taking, dialog, and action</p>	<p>National Center on <b>Universal Design for Learning (UDL)</b></p> <p><b>IRIS Center-UDL</b></p> <p>Teaching for Global Competence How to Be a Global Thinker</p>	

Session #10 <b>April 6</b>	<b>Reimagining Multicultural Education:</b> Religious Diversity & Cultural Pluralism	Definitions of Multicultural Education  Critical Multicultural Pavilion – Websites for Educators (from EdChange Project)  CREDE’S Five Standards of Effective Pedagogy  Strategies for Teaching Open-Mindedness	
Session #11 <b>April 13</b>	<b>Be a Teacher Presentations</b>		Be a Teacher Presentations DUE
Session #12 <b>April 20</b>	<b>Equity in Education:</b> Gender equity Equity for LGBTQIA students	Read “Gender equity in the classroom” (Edutopia blog)  Read Introduction and Review the LGBTQ Best Practices Guides <i>(Learning for Justice)</i>  Explore US Dept of Ed history of policies to protect LGBTQ students  Read about the Equality Act (House Bill No. 5)	
Session #13 <b>April 27</b>	<b>Racial Equity for Students of Color:</b> Racial Disproportionality in School	Read Learning for Justice Social Justice Standards  Read “Avoiding racial equity detours” (Gorski, 2019)  Review PBIS--Key Elements of Policies to Address Discipline Disproportionality (2015)  Read Chapters 1 and 2 of Schooltalk: Rethinking what we say about – and to – students everyday (Pollack, 2017)	Professional Dialogue with Future Teacher Self DUE

<p>Session #14  <b>May 4</b>  <b>(Last Class)</b></p>	<p><b>Bullying</b>  Bullying of Children with Disabilities;  Preventing Bullying</p>	<p>Review National Bullying Prevention Center tools and resources  Read National Education Association's (NEA) Teaching Students to Prevent Bullying  Read Edutopia: Students Standing Up to Bullying and Hate  View Not in Our Town/Not in Our Schools video</p>	
<p><b>May 11</b></p>	<p>N/A</p>	<p>N/A</p>	<p>Field Experience  Reflection DUE</p>

## Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

## 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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s



Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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