

**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 DL1 – Educating Diverse and Exceptional Learners**  
**3 credits, Fall 2024**  
**Asynchronous, Online**  
**August 26<sup>th</sup> to October 18<sup>th</sup> 2024**

**Faculty**

Name: Elizabeth Levine Brown, PhD

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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: Requires school-based field experience during course.**

**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) that 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 online (76% or more) using an asynchronous format via 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 (everything before @gmu.edu) and email password. The course site will be available on **Monday, August 26, 2024 at 10:00 a.m. EST.**

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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:** Because asynchronous courses do not have a “fixed” meeting day, **our week will start on Monday and finish on Sunday.**
- **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 3 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** **The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.**
- **Accommodations:** Online 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

This asynchronous, online course is **not self-paced**. **You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. 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.

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 not receive credit unless you speak with the professor 48 hours in advance to discuss an extension.** All assignments will be posted in Blackboard.

Unless otherwise specified, all submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:

LAST NAME\_ASSIGNMENT NAME\_DATE.docx

Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.

## 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 <b>engaged</b> throughout <b>each week</b> online in learning tasks (e.g., Discussion Board, Blogs, Wikis, etc.) and complete ALL learning tasks/assignments on a weekly basis in a thorough and thoughtful way. <b>Reminder: This course is NOT self-paced.</b>	<b>Weekly</b>	150 (20 points per week for first 7 weeks & 10 points for last half week)
<b>Teacher Journal Article Response:</b> 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 as a way to pursue your own professional development and lifelong learning as a practicing teacher. (Assignment details below and on Blackboard).	<b>Sun. Sept 15<sup>th</sup></b>	50
<b>Be A Teacher for 15 Minutes:</b> Collaborate with classmates 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). <b>Multimedia Presentation format must be compatible with Blackboard).</b>	<b>Sun. Sept 29<sup>th</sup></b>	100
<b>Professional Dialogue w Future Teacher Self:</b> Thinking as a future teacher, you will reflect on dialogic conversations with classmates across the semester, your field experience and your personal connections to EDUC course content. 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>Sun. Oct 6<sup>th</sup></b>	100
<b>Field Experience &amp; Reflection:</b> Observe in your field placement classroom (or if approved by the instructor to view videos via Mason Teaching Channel and other educational websites). Work to observe optimal instructional environments in fully inclusive classrooms (e.g., with students receiving special education services and ELs) as well as ESOL classrooms (e.g., taught by an ESOL teacher or a content class with ELs taught by general ed teacher). This reflection paper makes connections between learning in EDUC 301 and the observations completed. (Assignment details below and on Blackboard).	<b>Sun. Oct 13<sup>th</sup></b>	50

### Major Assignment Descriptions

Unless otherwise specified, all submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:

**LAST NAME\_ASSIGNMENT NAME\_DATE.docx**  
(eg., **Brown\_CDTWeek1\_051824.docx**)

Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.

- **Attendance/Class Participation (20 points for 7 weeks; 10 points for last half week)**  
Active participation in learning activities on Blackboard in each weekly module is a crucial element of this asynchronous, online 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 online learning activities (e.g., Discussion Board, Blogs, Wikis, etc.). Each week begins on Monday morning and ends on Sunday night at 11:59pm. It is your

responsibility to complete readings, watch videos, explore websites, etc. throughout the week and to complete any learning activities per directions and due dates in each weekly module. **That is, please do not expect to get online once or twice and/or wait until the weekend to engage with the content and complete learning activities.** Quality engagement each week means exploring the content deeply, thinking critically, and sharing your thoughts and responses with your peers via respectful dialog and other learning activities during each weekly module. See Class Participation Rubric under the Major Assignments button on Blackboard.

- **Teacher Journal Article Response (50 points)**

Read a current professional practitioner journal article on topics related to effectively teaching diverse and exceptional learners in inclusive classrooms. Article options are organized into folders: (1) *Teaching Learners with Special Needs, Teaching English Learners*, and (2) *Creating Culturally Responsive Teaching and Learning Environments*. You will select **one** article from **one** of these folders that is of interest to you. **Using the graphic organizer template provided (see Major Assignments button on Blackboard)**, you provide information about the article you have read including: (1) 3 key concepts, (2) 2 analytical paragraphs showing connections and applications to course readings, (3) 1 quote from each source and reflection point worthy of class discussion, and (4) 3 questions to explore in the future and why. 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.**

- **Be a Teacher Presentation (100 points)**

You want to be a teacher...here's your chance! You will also practice collaboration skills by **working with classmates** to create a 15-minute multimedia, **narrated** presentation about **one** of the approved topics related to teaching and learning with exceptional and diverse learners. This multimedia presentation will include a brief, meaningful activity to engage your peers around the content/topic. You and your group will share your presentation via a Discussion Board link. 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).

- **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 Bb in the “EDUC 301 Spring 2024 Professional Dialog/Interview w Your FUTURE Teacher Self!” document under the “Major Assignments” tab.

**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.**

**All submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:**

LAST NAME\_ASSIGNMENT NAME\_DATE.docx  
(eg., Brown\_PDwFTS\_062324.docx)

**Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.**

- **Field Experience & Reflection (50 points)**

This major assignment is based on viewing and reflecting on a variety of instructor-selected video options via Mason’s Teaching Channel and/or other educational websites that portray optimal instructional environments for diverse PK-12 learners. **You will need to set up a Mason Teaching Channel account and will be provided with explicit directions by Mason’s Education Librarian on Blackboard for doing that.**

These videos provide a glimpse into optimal instructional environments in fully inclusive PK-12 classrooms (e.g., with students receiving special education services and ELs) as well as ESOL classrooms (e.g., taught by an ESOL teacher or a content class with ELs taught by general ed teacher).

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

Observe and respond to THREE instructor-selected videos and ONE video from options that the instructor will provide. You will answer a set of questions for ALL FOUR of the video observations. These questions will invite you to reflect thoughtfully on what you observe in the videos and to anchor your thinking and assertions in your course connection and reflections to learning from EDUC 301. You will also extend your responses to connections made within your field placements and any relevant experiences of your own in schools as a teacher education student.

For ALL FOUR video observations, you will answer ALL of the questions in each set of questions in a clear, detailed way using academic-style language. **You should write one or two well-written paragraphs for each of the questions in each set for each video observation.**

**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 4 video observations* is worth 25 points (25 x 2 = 50 points). **You will be graded holistically.** Specific criteria for evaluation and the question sets for each video observation will be shared in Bb in the “EDUC 301 Spring 2024 Field Experience Paper & Evaluation” document under the “Major Assignments” tab.

**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 video observations. Include page numbers. Please **include the TITLES** for each of the videos addressed in your paper. AND, be sure to **include each question from each set of questions above your responses to each video observation.**

**All submissions must be uploaded to Blackboard as Word (.doc or .docx files) using the following file naming conventions:**

LAST NAME\_ASSIGNMENT NAME\_DATE.docx  
(eg., Brown\_Reflection\_063024.docx)

**Live and shared files (eg., files linked from OneDrive, GoogleDrive, DropBox, etc.) will not be accepted.**



## Important Program Policies:

### • Online Participation/Attendance Policy

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” Students are expected to participate in **ALL** online discussions/learning activities each week. **Not participating in a weekly module is equivalent to being absent from a face-to-face class and will be reflected with a zero for the week and counted as an unexcused absence.** If you miss more than one week of asynchronous class work, you may not be able to earn a passing grade and then must retake the class.

In the event that an entire weekly module must be missed due to unavoidable extenuating and extreme circumstances, please communicate to the instructor *1 week in advance of that event*. Extenuating circumstances include:

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance.

Students without a serious, extenuating reason for missing a weekly module will lose the participation points for that class session. **Students with one or more unexcused absences during this 7 ½ -week course will not receive credit for the course.**

### AI Statement

AI guidelines from the Stearns Center and sample statement for consideration:

<https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/>

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

### Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Field work is required for this class. Failure to complete the total number of assigned hours will result in a failing grade.

### • Grading

Grade	Grading Scale	Interpretation
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>Reflects an understanding of and the ability to apply theories and principles at a basic level</i>
B	83-86	
B-	80-82	
C+	77 – 79	
C	73 – 76	
C-	70-72	<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>
D	60-69	
F	<59	

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**. 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.

## Class Schedule

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


Class Session	Topics	Readings & Resources ON BLACKBOARD	Assignments Due
<b>Week 1</b> Mon. Aug 26 <sup>th</sup> to Sun. Sept 1 <sup>st</sup>	<b>Introduction and Syllabus Review</b>  <b>Who are Diverse Learners; What is Full Inclusion?; Introduction to Intersectionality</b>	<b>Explore various readings and websites</b> to understand creating inclusive classroom. Highlight key ways to incorporate full inclusion in today's classrooms  <b>View video on</b> Intersectionality from Learning for Justice  <b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b>  <b>Please be certain to access, read, and engage with all content in each weekly module.</b>	Complete all learning activities and assignments in Weekly Module 1  <b>Work on Teacher Journal Article Response—Due at end of Week 3.</b>
<b>Week 2</b> Tues. Sept 3 <sup>rd</sup> to Sun. Sept 8 <sup>th</sup>	<b>Brief History of Education:</b> (Civil Rights Act 1964; Equal Educational Opportunities Act 1974, etc.);  <b>School Account-ability</b> ESEA to NCLB to ESSA;  <b>Impact of IDEA</b> Categories of Disabilities under IDEA	<b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b>  <b>Please be certain to access, read, and engage with all content in each weekly module.</b>  <b>Online text, video, and reading topics:</b> <ul style="list-style-type: none"> <li>• Historical Timeline of Public Education in the U.S.;</li> <li>• From the Elementary and Secondary Education Act (ESEA) 1965 to No Child Left Behind (NCLB) 2001 to the Every Student Succeeds Act (ESSA) 2015;</li> </ul> <b>Individuals with Disabilities Education Act:</b> <ul style="list-style-type: none"> <li>• IDEA Purpose</li> </ul>	Complete all learning activities and assignments in Weekly Module 2  <b>Decide on topics for Be A Teacher for 15 Minutes with Classmate Presentation</b>  <b>Work on Teacher Journal Article Response – Due at end of Week 3.</b>

		<ul style="list-style-type: none"> <li>• IDEA History</li> <li>• Rehabilitation Act of 1973, Section 504</li> <li>• Americans with Disabilities Act of 1990, Title II</li> <li>• Free and Appropriate Public Education (FAPE) for all children</li> <li>• IDEA-Related Centers</li> <li>• Evidenced-Based Practices re Autism</li> <li>• Office of Special Education &amp; Rehabilitative Services (OSERS)</li> </ul> <p>National Center for Education Statistics--Children and Youth with Disabilities:</p>	
<p><b>Week 3</b> Mon. Sept 9<sup>th</sup> to Sun. Sept 15<sup>th</sup></p>	<p><b>Special Education Eligibility:</b> Least Restrictive Environment (LRE); Overview of IEP/504</p> <p>Response to Intervention (RTI) to MTSS &amp; PBIS</p> <p>Learning disabilities and Dyslexia, Autism Spectrum Disorder, Introduction to ADHD, Other Health Impairments (OHI)</p> <p>Connecting with Diverse Families with Exceptional Learners</p>	<p><b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b></p> <p><b>Please be certain to access, read, and engage with all content in each weekly module.</b></p> <p><b>Online text, video, and reading topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Least Restrictive Environment (LRE)</b> – connection to <i>inclusion</i></li> <li>• <b>LD online</b> – Educators’ guide to learning disabilities; Understanding ADHD</li> <li>• <b>Academic Success for All Students – A Multi-Tiered Approach</b> – from Edutopia</li> <li>• <b>Understanding Dyslexia:</b></li> <li>• Video by Dr. Rachna Varia</li> <li>• Dyslexia in Different Languages</li> <li>• <b>MTSS: Meeting Behavioral Needs, K-5</b> – from Edutopia</li> </ul>	<p>Complete all learning activities and assignments in Weekly Module 3</p> <p><b>Teacher Journal Article Response DUE</b></p>

<p><b>Week 4</b> Mon. Sept 16<sup>th</sup> to Sun. Sept 22<sup>nd</sup></p>	<p><b>Sociocultural Perspectives on Learning:</b> Intersection of Culture, Language, &amp; Identity</p> <p><b>Introduction to Culturally Responsive Pedagogy:</b> Features of CRP</p> <p><b>Intro to World Class Instructional Design &amp; Assessment (WIDA) English Language Development Standards-</b> - in connection to: Bilingual Education Act 1968; Virginia Standards of Learning (SOLS)</p> <p><b>Foundations of Effective Instruction for ELs:</b> Strengths-based vs. deficit perspective; Providing ELs access to grade-level content; ELs' Funds of Knowledge</p>	<p><b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b></p> <p><b>Please be certain to access, read, and engage with all content in each weekly module.</b></p> <p><b>Online text, video, and reading topics:</b> <b>Intro to Culturally Responsive Pedagogy</b> <b>Read from textbook:</b></p> <ul style="list-style-type: none"> <li>• <b>Pages 1-17</b> of <i>No more low expectations for English learners</i> (required paperback textbook)</li> <li>• <b>Characteristics of Culturally Responsive Teaching</b> from Teaching Diverse Learners, The Education Alliance at Brown University</li> </ul> <p><b>World Class Instructional Design and Assessment (WIDA) and VA SOLS</b></p> <ul style="list-style-type: none"> <li>• <b>Bilingual Education Act</b></li> <li>• <b>Virginia Department of Education – English as a Second Language:</b> <ul style="list-style-type: none"> <li>○ Standards</li> <li>○ Instruction</li> <li>○ Professional Organizations</li> <li>○ Parent Resources</li> </ul> </li> <li>• <b>Lau v. Nichols (1974)</b></li> <li>• <b>Recap of Luis Moll’s Research on Funds of Knowledge</b></li> </ul> <p>Resources &amp; strategies to connect to and honor students’ cultures, experiences, and backgrounds</p>	<p>Complete all learning activities and assignments in Weekly Module 4</p> <p><b>Work on Be A Teacher for 15 Minutes with Classmate Presentation — due in Week 5</b></p>
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<p><b>Week 5</b> Mon. Sept 23<sup>rd</sup> to Sun. Sept 29<sup>th</sup></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><b>Assistive Technology with Exceptional Learners</b></p> <ul style="list-style-type: none"> <li>Using Digital Tools to Support ELs’ Literacy &amp; Language Development</li> </ul>	<p><b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b></p> <p><b>Please be certain to access, read, and engage with all content in each weekly module.</b></p> <p><b>Read from textbook:</b></p> <ul style="list-style-type: none"> <li><b>Pages 18-35 of <i>No more low expectations for English learners</i> (required paperback textbook)</b></li> </ul> <p><b>Online text, video, and reading topics:</b></p> <ul style="list-style-type: none"> <li>Using <b>SIOP Model</b> to link content learning and language development</li> <li><b>The 6 Principles for Exemplary Teaching of English Learners</b> – from TESOL International</li> <li>WIDA Can-Do Philosophy and Can-Do Descriptors</li> </ul> <p><b>Assistive Technology</b></p> <ul style="list-style-type: none"> <li>Center on Technology and Disability (CTD);</li> <li>Assistive Technology Basics;</li> <li>Assistive Technology for Reading;</li> <li>IRIS Center – Assistive Technology Module;</li> <li><b>Tech Tools to Support ELs Literacy &amp; Language Development</b> – blog from International Literacy Association (ILA);</li> <li><b>Technology and ELs</b> – from ColorinColorado</li> </ul>	<p>Complete all learning activities and assignments in Weekly Module 5</p> <p><b>Be A Teacher for 15 Minutes with Classmate Presentation - DUE</b></p> <p><b>Work on Professional Dialogue w. Future Teacher Self– due in Week 6</b></p>
<p><b>Week 6</b> Mon. Sept 30<sup>th</sup> to Sun. Oct 6<sup>th</sup></p>	<p><b>Dually Identified Students:</b> Language Learning &amp; Language Difference vs. Learning Disability; Programs &amp; Support;</p>	<p><b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b></p> <p><b>Please be certain to access, read, and engage with all content in each weekly module.</b></p>	<p>Complete all learning activities and assignments in Weekly Module 6</p> <p><b>Professional Dialogue w. Future Teacher Self—DUE</b></p>

	<p>Importance of Students’ Cultural, Linguistic, &amp; Educational Background</p> <p><b>Education &amp; ELs:</b> Federal &amp; State Laws &amp; Policies guiding Education for ELs</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><b>Read from textbook:</b></p> <ul style="list-style-type: none"> <li>• <b>Pages 37-75</b> of <i>No more low expectations for English learners</i> (required paperback textbook)</li> </ul> <p><b>Online text, video, and reading topics:</b></p> <ul style="list-style-type: none"> <li>• <b>ColorinColorado</b> – A Bilingual Site for Educators and Families of English Learners</li> <li>• <b>Special Education &amp; ELs:</b> Opportunities &amp; Challenges, Student Needs, Instruction &amp; Assessment</li> <li>• <b>U.S. Supreme Court Cases:</b> <ul style="list-style-type: none"> <li>○ Plyler v. Doe</li> <li>○ Castañeda v. Pickard</li> </ul> </li> <li>• <b>National Association for Gifted Education</b></li> <li>• <b>Problem-Based Learning for Identifying ELs for Gifted and Talented Ed</b></li> </ul>	<p><b>Work on Field Experience Reflection – due in Week 7</b></p>
<p><b>Week 7</b> Mon. Oct. 7<sup>th</sup> to Sun. Oct 13<sup>th</sup></p>	<p><b>Racial Equity for Students of Color:</b> Racial Disproportionality in School Discipline—a systemic problem</p> <p><b>Social Justice Standards: Anti-Bias Framework</b> (from Teaching Tolerance)</p> <p><b>Anti-Bullying</b> Bullying of Children with Disabilities; Preventing Bullying</p>	<p><b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b></p> <p><b>Please be certain to access, read, and engage with all content in each weekly module.</b></p> <p><b>Online text, video, and reading topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Racial/Ethnic Enrollment in Schools;</b></li> <li>• <b>Racial Disproportionality in School Discipline</b></li> <li>• <b>Racial bias in Pre-School Suspensions</b></li> <li>• <b>PBIS--Key Elements of Policies to Address Discipline Disproportionality (2015)</b></li> <li>• <b>Learning for Justice—When Educators Understand Race and Racism</b></li> </ul>	<p>Complete all learning activities and assignments in Weekly Module 7</p> <p><b>Field Experience Reflection—DUE</b></p> <p><b>Please Complete Student Evaluations of Teaching!</b></p>

		<ul style="list-style-type: none"> <li>• <b>Bullying of Youth with Disabilities and Special Health Needs</b></li> <li>• <b>National Bullying Prevention Center</b></li> <li>• <b>National Education Association (NEA) –Teaching Students to Prevent Bullying:</b></li> <li>• <b>Edutopia: Students Standing Up to Bullying and Hate:</b></li> <li>• <b>Not in Our Town/Not in Our Schools</b></li> </ul>	
<b>Week 7.5</b> Mon. Oct 14 <sup>th</sup> to Wed. Oct 16 <sup>th</sup>	<b>Universal Design for Learning (UDL);</b>  <b>Reimagining Multicultural Education:</b> Religious Diversity & Cultural Pluralism;  <b>Teaching for Global Competence</b> Foster inquiry, perspective taking, dialog, and action  <b>Equity in Education:</b> Gender equity; Equity for LGBTQIA students	<b>NOTE: ALL online texts (videos, websites, blogs, etc.) AND journal articles will be located in each weekly module on Blackboard.</b>  <b>Please be certain to access, read, and engage with all content in each weekly module.</b>  <b>Online text, video, and reading topics:</b> <ul style="list-style-type: none"> <li>• National Center on <b>Universal Design for Learning (UDL)</b></li> <li>• <b>IRIS Center-UDL</b></li> <li>• <b>Definitions of Multicultural Education</b></li> </ul> <b>Critical Multicultural Pavilion – Websites for Educators (from EdChange Project)</b> <ul style="list-style-type: none"> <li>• CREDE’S Five Standards of Effective Pedagogy</li> <li>• Teaching for Global Competence</li> <li>• How to Be a Global Thinker</li> <li>• Strategies for Teaching Open-Mindedness</li> </ul> <b>LGBT Inclusive Curriculum; Gender Equity in the Classroom</b>	Complete visual representation. <b>Can be posted on or before Wednesday October 16<sup>th</sup></b>  <b>Please Complete Student Evaluations of Teaching!</b>  



## **Professional Dispositions (CEHD Student Guide)**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

## **CEHD Commitments**

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

## **Diversity and Inclusion Statement**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to Mason's Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 <https://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 your LMS should be directed to:  
Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>  
Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:  
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>  
TimelyCare: <https://caps.gmu.edu/timelycare-services/>  
Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development's Student Success Resources, please visit: <https://cehd.gmu.edu/students/>

### **Notice of mandatory reporting of sexual assault, sexual harassment, 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).



## Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

**Additional policies** affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

### Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

**Student responsibility:** Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

### **Accommodations for Students with Disabilities**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu). Phone: (703) 993-2474.

**Student responsibility:** Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

### **FERPA and Use of GMU Email Addresses for Course Communication**

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

**Student responsibility:** Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

### **Title IX Resources and Required Reporting**

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to [TitleIX@gmu.edu](mailto:TitleIX@gmu.edu), by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

**Student opportunity:** If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.