

George Mason University

Graduate School of Education

EDUC 301 Educationally Diverse Populations: Handicapped, Gifted, Multicultural
3 Credit Hours

Spring 2012: Tuesday 4:30 p.m. – 7:10 p.m.

Robinson A125

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Course Description: This course introduces the psychological, sociological, educational, and physical aspects of diverse populations in today's schools for elementary and secondary education. An emphasis will be on litigation and legislation pertaining to the education of diverse populations. School-based field experience required during the course. Students with disabilities who need special accommodations are asked to notify the instructor immediately so that arrangements can be made.

Nature of Course Delivery: Students in this course will participate in individual and group activities structured around readings, discussions, and presentations. Active participation is a crucial element of this class. Such participation can only occur when you are present and engaged.

Learning Outcomes: At the conclusion of this course, students will be able to:

1. identify and explain important historical, philosophical, and sociological foundations underlying the role, development, and organization of public educational practice as it relates to educationally diverse populations;
 2. identify and explain components of research-based elementary/ secondary school organization, curriculum and best practices that support the academic achievement of educationally diverse populations;
 3. identify and explain laws and concepts related to exceptional children and diversity in schools;
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Electronic Requirements: Students must have access to email and the internet, either at home, work or GMU campus. GMU provides students with free email accounts which must be accessed for information sent from the university or the Graduate School of Education. Go to [Http://mason.gmu.edu/](http://mason.gmu.edu/) for information on accessing email.

George Mason University Honor Code: To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or

stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or Website at www.gmu.edu. Code in the University catalog can be found online at <http://www.gmu.edu/facstaff/handbook/aD.html>.

George Mason University Policy on Disabilities: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474). The Disability Resource Center website is at <http://www.gmu.edu/student/drc/>

Required Texts:

- Blackbourn, J. M., Patton, J. R., & Trainor, A. (2003). *Exceptional Individuals in Focus* (7th ed.). Upper Saddle, NJ: Prentice Hall.
- Barr, Robert D., Parrett, William H., (2007) *The Kids Left Behind*. Bloomington, IN: Solution Tree

Course Outline/ Schedule

(Note: Readings and assignments are due on the day they are cited.)

Jan 24	Introduction: How Schools are Held Accountable for Educating Diverse Students *****
Jan 31	Exceptionality; Programs and Services (Blackbourn, chap.1-2). *****
Feb 7	Learning Disabilities: ADHD (Blackbourn, chap. 3-4). *****
Feb 14	Emotional/Behavioral Disorders; Intellectual Disabilities (Blackbourn, chap 5-6) *****
Feb 21	Autism; PDD; Physical & Health Impairments (Blackbourn, chap 7-8) *****
Feb 28	Vision & Hearing; (Blackbourn, chaps. 9-10). *****
March 6	<i>Speech & Language Disorders; Giftedness</i> (Blackbourn, chap 11 &12) *****
March 13	SPRING BREAK *****
March 20	<i>At Risk; Life Services; Parent,Family Involvement</i> (Blackbourn, chap 13,14& 15) *****
March 27	<i>New American Revolution; Schools Have Failed Children of Poverty</i> (Barr, chap1 & 2) Research on Educational Diversity Paper Due *****
April 3	<i>High Performing – High Poverty Schools; Ensure Effective Leadership</i> (Barr, chap 3 & 4)

 April 10 *Engage Parents, Community Partners; High Expectations for Poor and Diverse*
 (Barr, chap 5 & 6)

 April 17 *Starting with Reading; Align, Monitor & Manage Curriculum*
 (Barr, chap 7 & 8)

 April 24 *Create a Culture of Data & Assessment; Build & Sustain Instructional Capacity*
 (Barr, chap 9 & 10) **Field Experience Due**

 May 1 *Reorganize Time, Space Transitions; A Matter of Personal Conscience*
 (Bar, chapters 11, & 12)

 May 8 **Objective Test and Essay**

Course Requirements:

1. Five Text Reflections (80 pts.): You will be required to submit five **one page** written reflections to share your thinking on the day’s topic. Your reflections should refer specifically to the assigned reading, offer analysis, and make personal connections/applications. Please go beyond summarizing in order to evaluate the theory, research, and/or implications of the reading. You may choose any five of the fifteen available text reflections. The text reflection should note the date of the reflection, the essential question it is addressing, and the number out of the required total. For example, your third text reflection would note 3/5. Only one text reflection may be submitted per class period. For more detailed information, see the *Rubric for Text Reflections* posted on the EDUC 301 Blackboard site. 5 reflections X 16 points each = 80 points).

2. Class Participation (20 pts.): You may earn up to 20 points for attending all classes, actively engaging in class discussions, and completing all homework assignments. You will be asked to complete a self-assessment to support your score in this area.

3. Thirty-Minute Lesson (100 pts): “Teach” a 30 minute lesson to the class focused on a chapter overview, enrichment information, or litigation on a topic connected to the assigned chapter. A sign-up sheet will be available in class. Prior approval required. Topic suggestions and assignment rubrics posted on EDUC 301 Blackboard site.

4. Research on Educational Diversity (100 pts): Choose a topic that interests you regarding educationally diverse populations. Read at least three professional journal articles on that topic. Write a three to five page essay synthesizing what you learned. Include comments on whether you believe the articles will influence your educational philosophy or practice. Rubric posted on EDUC 301 Blackboard site.

5. Field Experience Journal (100 pts): Ten hours of field observation are required for this course. Document your activities and observations during your field experience. Write ten REFLECTIVE journal entries. Include questions you have about what you observe, as well as comments regarding what you learn. Your reflections should draw on and incorporate appropriate class readings and/or discussions. Assignment description, reflection topics and rubric are posted on EDUC 301 Blackboard site.

6. Final Exam – Objective Test and Essay (100 points)

Evaluation: Grades will be based on the completion of course requirements and on the scope, quality, and creativity of the assignments. All assignments are due at the beginning of class.

Grading Scale: A=100-94; A- = 93-90; B+=89-87; B=86-83; B-=82-80; C+=79-77; C=76-73; C-72-70; D=69-65

A	500 - 470
A-	469 – 450
B+	449 – 435
B	434 – 415
B-	414 – 400
C+	399 – 385
C	384 – 365
C-	364 – 350
D	349 – 325

