

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELS Division**

EDUC 301 002: Educationally Diverse Populations: Handicapped, Gifted, Multicultural
3 Credits, Spring 2014

Wednesdays 7:20-10 p.m. January 21, 2014 - May 14, 2014 Enterprise Hall Room 275

PROFESSOR(S):

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. 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.

C. Expanded Course Description

This course is an introduction to educational issues; not applicable in graduate-level teacher education programs. It introduces students to the psychological, sociological, educational, and physical aspects of diverse populations in today's public schools. It includes litigation and legislation pertaining to education of diverse populations and requires school-based field experience during the semester. The class meets 3 hours per week.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

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

PROFESSIONAL STANDARDS ([Name of Professional Organization]):

Not Applicable

REQUIRED TEXTS:

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

Readings for:

Class 2 School Report Card and Sub-group Achievement in VA schools and How VA complies with No Child Left Behind Act

http://www.doe.virginia.gov/statistics_reports/school_report_card/
www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Class 3 Understanding and support of Special Education students (Learning Disabilities)

http://www.ldonline.org/article/Visual_&_Auditory_Processing_Disorders
<http://ttaonline.org/>

Class 4 Autism and ABA readings; student choices

Class 5 Gifted Students http://www.ri.net/gifted_talented/character.htm

Class 6 Underachieving Black students TBA

Class 7 High achieving schools: What makes their students successful?

Class 8 Student Research – Gender Issues

Class 9 TBA

Class 10 Student Choice of article -- Safety for/Creating a Challenging Learning for Gay, Lesbian and Transgender students in American schools

Class 11 TBA

Class 12 Religion in the public schools http://www.adl.org/religion_ps_2004/prayer.asp

Class 13 GMU Safeguards

<http://ulife.gmu.edu/>
<http://ods.gmu.edu/http://universitypolicy.gmu.edu/general.html>
<http://universitypolicy.gmu.edu/code-of-ethics.html>
<http://caps.gmu.edu/learningservices/>

Class 14 TBA

COURSE ASSIGNMENTS AND EXAMINATIONS:

Class Participation: Active participation in whole-group and small-group interactions is a crucial element of this class. Your class participation grade will reflect the quality as well as quantity of your participation. Such participation can only occur when you are present and engaged. In this regard, in class assignments/reflections will be used to engage your thinking on the day's topic. (150 points: 15 points for each for 10 class reflections **and** participation in class)

Read and Respond: The assignment will be given each week. Students are to place their responses on Blackboard Discussion Board. There will be 10 assignments (150 points = 10 responses at 15 points each)

Be a Teacher for 15 Minutes: You want to be a teacher...here's your chance! Create and present information to our class on a topic under **one** of the approved topics related to student diversity. Approval and signup required. (100 points: see values under Assignments on Blackboard)

Multicultural Research: Read three current professional journal articles on multiculturalism and/or multicultural education be ready to discuss them in class. Make 3 note cards for each source with proper references; include 3 key concepts per article and 2 quotes from each source worthy of class discussion. 100 points: 60 points for having 3 key concepts per article; 30 points for 2 quote from each source worthy of class discussion; 10 points to clear, complete references)

Professional Conversation with a Current Public School Teacher aka: Teacher Interview: Engage in a dialogue with a teacher to learn how this educator addresses the needs of exceptional children. More details related to the topics will be given in class. Take notes or record the interview. A class discussion will be held on the topics. You will be required to share insights you have gained through your conversation which reinforces or negates (from the teacher's perspective) concepts learned in the course. Please probe for examples to illustrate the teacher's comments. Write a paper where you explain: (1) the grade level and demographics of the students with whom this teacher works, and the number of years this teacher has taught and scope of his/her experience worth 10 points; (2) the teacher's responses to the questions you prepared. Also include a class connection statement related to what we have studied; a question that arises from what you learned and a comment about what you think teachers must do for exceptional students. (100 points = 10 points for grade, demographics of class, experience of teacher; 90 points for teacher's response to 6 questions including a class connection statement, a question that arises from what you saw and a comment about what think teachers must do for exceptional students)

Field Experience: Observe in a public school setting for a minimum of 10 hours to include: at least 45 minutes in a Professional Learning Community meeting; and at least 45 minutes in a Special Education or IEP meeting or 504 screening meeting or 504 Plan meeting; and at least 7 hours in a special education or regular education classroom. A reflection paper is worth 100 points. See Blackboard for the requirements.

Examinations: There will be no formal tests or quizzes.

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	700 – 658	C+	559 – 539
A-	657 – 630	C	538 – 511
B+	629 – 609	C-	510 – 490
B	608 – 581	D	489 – 455
B-	580 – 560		

Assignments

Class Participation (10 x 15 points each)
Read Responses (10 x 15 points each)
Be a Teacher for 15 Minutes
Multicultural Research
Professional Dialogue (aka: Teacher Interview)
Field Experience
Total

Point Values

150 points
150 points
100 points
100 points
100 points
100 points
700 points

Evaluation:

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

TASKSTREAM REQUIREMENTS

Every student registered for any [Name of Program] course with a required performance-based assessment is required to submit this assessment, [Name of Assessment] to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- c. Students are responsible for the content of university communications sent to their George Mason University 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.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education & 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/>.

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

PROPOSED CLASS SCHEDULE:

Course Outline / Schedule

(Note: See Reading and Materials above. Details regarding the reading and assignments will be placed on the Blackboard Discussion Board. All assignments are subject to adjustments.)

Jan. 22 Wed. Introductions; Review Syllabus; Discuss experiences with educational diversity,
Class 1 and how Virginia schools are held accountable for diverse students; NCLB

Jan. 29 Wed. Special Education
Class 2 Due: Read & Respond to School Report Card and Sub-group Achievement in VA schools and the SOLs

http://www.doe.virginia.gov/statistics_reports/school_report_card/
www.doe.virginia.gov/testing/sol/standards_docs/index.shtml

Feb. 5 Wed. Learning Disabilities; IDEA
Class 3 Due: Read and Respond to Understanding of Special Education students (Learning Disabilities) <http://ttaonline.org/> and

[http://www.ldonline.org/article/Visual & Auditory Processing Disorders](http://www.ldonline.org/article/Visual_&_Auditory_Processing_Disorders)

Feb. 12 Wed. Autism; Other Health Impairments; ADD/ADHD
Class 4 Due: Read and Respond to YouTube: clips on Autism and ABA; student choices

Feb. 19 Wed. Eligibility and Acceptance of Special Education, Gifted Students
Class 5 Due: Read and Respond Gifted Attributes

http://www.ri.net/gifted_talented/character.htm

Feb. 26 Wed. Individual Education Plans and 504 Plans
Class 6 Due: Read and Respond to TBA Underachieving students (Black and Hispanic Proficiency Gap Groups)

Mar. 5 Wed. Professional Learning Communities; Response to Intervention; Underachievement
Class 7 Due: Read and Respond to high achieving schools: What makes their students successful?

Mar. 10 – 16 Spring Break

Mar. 19 Wed. Economically Disadvantaged; Gender Issues
Class 8 Due: Read and Respond to Research – Gender Issues

Mar 26 Wed. Multicultural Discussions

Class 9 Due: **Multicultural Research Due**

April 2 Wed. Gay, Lesbian and Transgender Students and Parents

Class 10 Due: Read and Respond to Student Choice of article – School safety and creating challenging learning environment for gay, lesbian and transgender students .

April 9 Wed. Religion in the public schools

Class 11 Due: **Professional Conversation/Teacher Interview**

April 16 Wed. Courageous Conversations

Class 12 Due: Read and Respond to Religion in schools

http://www.adl.org/religion_ps_2004/prayer.asp

http://ulife.gmu.edu/religious_calendar.php

April 23 Wed. Final discussion all topics: How school protect diversity in schools

Class 13 Due: Read and Respond to 13 GMU Safeguards <http://ulife.gmu.edu/>

<http://ods.gmu.edu/> <http://universitypolicy.gmu.edu/general.html>

<http://universitypolicy.gmu.edu/code-of-ethics.html>

<http://caps.gmu.edu/learningservices/>

April 30 Wed. Catch up on any topic not completely presented

Class 14 Due: **Field Experience Assignment**

May 7 Wed. Class will meet unless otherwise informed. No Final Exam

ASSESSMENT RUBRIC(S):

[Insert rubric here for performance-based assessment(s)]

Field Experience Report Rubric

EDUC 301; Spring 2014

Bev Worek, Professor

You must write on 5 topics related to diverse populations. The Rubric below will be applied to each of your 5 topics.

Note: NO CREDIT will be given for topics not related to diverse populations.

General Information: Please provide the following information at the beginning of your report. Your report **will not be graded** unless these items are included at the beginning of the report.

Name of School:

Name of Teacher:

Grade Level:

Subject:

Number of Students Present:

Number of Teachers Present:

Observational Topic	4	3	2	1
Description of the observation – written in a way that I feel like I am there and see/hear the entire interaction.	There is a clear, well-focused description of what you observed, written in a way to allow me to feel like I was present during the observation.	There is a description of the observational topic, but some details are missing to allow me to feel like I was present during the observation.	There is a description of the observational topic, but it is vague and details are missing which does not allow me to feel like I was present during the observation.	There is a description of the observational topic, but there are few details provided and it does not allow me to feel like I was present during the observation.
Description of how the student(s) acted/responded – written in a way that I feel like I am there and see/hear the entire interaction.	There is a clear, well-focused description of the actions/response of the student(s) <u>and</u> , if appropriate, other students who are on-lookers, allowing me to feel like I was present during the observation.	There is a description of the actions/response of the student(s) <u>and</u> , if appropriate, other students who are on-lookers, but some details are missing to allow me to feel like I was present during the observation.	There is a description of the actions/response of the student(s) <u>and</u> , if appropriate, other students who are on-lookers, but it is vague and details are missing which does not allow me to feel like I was present during the observation.	There is a description of the actions/response of the student(s) <u>and</u> , if appropriate, students who are on-lookers, but there are no details provided and it does not allow me to feel like I was present during the observation.
Observation related to concept(s) of diverse populations	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 3 specific details/facts.	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 2 specific details/facts.	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 1 specific detail/fact.	There is a clear, well-focused description demonstrating knowledge/facts/ concept(s) related of diverse populations supported by 0 specific details/facts.
Description of impact on you -- influencing you to become an exceptional teacher	There are 3 or more specific strategies or plans with clear descriptions about what you can do in your teaching to support diverse populations. Minus ½ for vague description.	There are 2 specific strategies or plans with clear descriptions about what you can do in your teaching to support diverse populations. Minus ½ for vague description.	There is 1 specific strategy or plan with a clear description about what you can do in your teaching to support diverse populations. Minus ½ for vague description.	There are 0 specific strategies or plans with clear descriptions about what you can do in your teaching to support diverse populations. However, there are comments about how the observation helped you. Minus ½ for vague description.

