

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

EDUC 301 001-Educationally Diverse Populations: Handicapped, Gifted, Multicultural  
3 credits, Fall 2017  
Wednesdays 7:20-10:00, West 1008, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites** 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. Notes: Requires school-based field experience during course.

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

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Understand aspects of diverse populations regarding the educational setting including legislation and litigation.
2. Be able to access additional information about diverse populations so they can meet the needs of the students in their classes.
3. Examine broader issues related to diversity, inclusion, social justice, and multiculturalism in education.
4. Engage in critical and reflective discussions related to systemic-isms in education.
5. Create a safe, challenging and enriching environment for all students.

**Required Texts**

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

## Professional Standards

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

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

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

### Course Performance Evaluation

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

- **Assignments and/or Examinations:**

- Field experience is required
- There will be no formal tests or quizzes

Assignment	Due Date	Points
<b>Class Participation:</b> Your class participation grade will reflect the quality as well as quantity of your participation. Such participation can only occur when you are <b>present</b> and <b>engaged</b> . In class assignments and discussions will be used to engage your thinking on the day's topic.	<b>Ongoing</b>	<b>15</b> (1 point per class)
<b>Be A Teacher for 15 Minutes:</b> You want to be a teacher so here's your chance! Create and present information to our class on one of the approved topics related to student diversity. Approval and signup required. ( <b>List of potential topics and rubric on blackboard</b> )	<b>Sign Up Required</b> <b>9/27-11/15</b>	<b>10</b>
<b>Multicultural Research Summaries (3):</b> Read three current professional journal articles on multiculturalism and/or multicultural education and be ready to discuss them in class. Provide the following information for each source including proper references: <b>The key concepts of the article (bullet points or paragraph), 1 paragraph showing connections and applications, 1 quote from the source worthy of class discussion and proper reference/citation (APA 6<sup>th</sup>).</b> (5 points for each article = 15 points; assignment details on blackboard).	<b>10/11</b>	<b>15</b> (5 point per summary)
<b>Professional Dialogue/Teacher Interview:</b> Engage in a dialogue with a teacher to learn how this educator addresses the needs of diverse children. You will be required to share insights you have gained through your conversation, which reinforces or negates (from the teacher's perspective) concepts learned in the course and complete a write up and reflection of the	<b>11/15</b>	<b>20</b>

interview. (10 points for Interview Responses and 10 points for Reflection = 20 points; assignment details on blackboard)		
<b>Field Experience Reflection:</b> Observe in a public school setting for a minimum of 10 hours to include a special education or regular education classroom. A reflection paper will be completed with instructions posted on Blackboard. Observations need to be done within the last 3 weeks of class. (See Blackboard for the requirements).	<b>12/6</b>	<b>40</b>

- **Attendance**

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

- **Grading**

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

**Specific Assignments**

**Point Values**

Class Participation (1 pt. per class =15 points)	15 points
Be a Teacher for 15 Minutes	10 points
Multicultural Research Summaries	15 points
Professional Dialogue (aka: Teacher Interview)	20 points
Field Experience	40 points

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**100 Points**

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

## Professional Dispositions

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

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

## Class Schedule

Date	Topic	Due for Class
8/30	<b>Class 1:</b> <ul style="list-style-type: none"> <li>• Introduction and Syllabus Review</li> <li>• Intersectionality</li> <li>• Sympathy vs. Empathy</li> </ul>	
9/6	<b>Class 2:</b> <ul style="list-style-type: none"> <li>• Brief History of Education</li> <li>• School Accountability</li> </ul>	<b>*Sign up for Field Experience</b>  <b>Historical Timeline of Public Education in the U.S.:</b> <a href="https://www.raceforward.org/research/reports/historical-timeline-public-education-us">https://www.raceforward.org/research/reports/historical-timeline-public-education-us</a>  <b>VDOE School Quality Profiles:</b> <a href="http://schoolquality.virginia.gov">http://schoolquality.virginia.gov</a>
9/13	<b>Class 3:</b> <ul style="list-style-type: none"> <li>• Ableism</li> <li>• Impact of IDEA</li> <li>• Categories of Disabilities under IDEA</li> </ul>	<b>IDEA:</b> <a href="https://sites.ed.gov/idea/about-idea/">https://sites.ed.gov/idea/about-idea/</a>  <b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• The Legal History of Special Education</li> <li>• Categories of Disabilities under IDEA</li> </ul>
9/20	<b>Class 4:</b> <ul style="list-style-type: none"> <li>• Special Education Eligibility</li> <li>• Overview of IEP/504</li> </ul>	<b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• VDOE Special Education Process</li> <li>• Understanding the Differences: IEP vs. 504 Plan</li> </ul>
9/27	<b>Class 5:</b> <ul style="list-style-type: none"> <li>• Gifted Education</li> <li>• Discrimination and Disparities in Gifted Identification</li> </ul>	<b>National Association for Gifted Education:</b> <a href="https://www.nagc.org/resources-publications/gifted-education-practices">https://www.nagc.org/resources-publications/gifted-education-practices</a>  <b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• Culturally and Linguistically Diverse Students in Gifted Education: Recruitment and Retention Issues</li> <li>• 6 Myths of Gifted Education that Lead to Overlooking Talented Minority Students</li> </ul>

10/4	<b>Class 6:</b> <ul style="list-style-type: none"> <li>• Multicultural Education</li> <li>• Identity</li> <li>• Cultural Diversity</li> </ul>	<b>Definitions of Multicultural Education:</b> <a href="http://www.nameorg.org/definitions_of_multicultural_e.php">http://www.nameorg.org/definitions_of_multicultural_e.php</a>  <b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• Re Imagining Multicultural Education</li> <li>• Culturally Responsive Teaching Matters</li> </ul>
10/11	<b>Class 7: Virtual Class</b>	<b>*Multicultural Research Summaries Due</b>
10/18	<b>Class 8:</b> <ul style="list-style-type: none"> <li>• Bilingual Education</li> <li>• ELL Population</li> <li>• Dually Identified Students</li> </ul>	<b>Lau v. Nichols</b> <a href="https://www.oyez.org/cases/1973/72-6520">https://www.oyez.org/cases/1973/72-6520</a>  <b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• A Brief History of Bilingual Education in the U.S.</li> <li>• WIDA Standards (skim)</li> </ul>
10/25	<b>Class 9:</b> <ul style="list-style-type: none"> <li>• Class (Socioeconomic Status)</li> </ul>	<b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• The Trouble with the “Culture of Poverty” and other Stereotypes about People in Poverty</li> <li>• The Concentration of Poverty in Our Schools</li> </ul>
11/1	<b>Class 10:</b> <ul style="list-style-type: none"> <li>• Religious Diversity</li> <li>• Political Diversity</li> </ul>	<b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• Religious Diversity in Schools: Addressing the Issues</li> <li>• Politics in the Classroom: How Much is Too Much?</li> </ul>
11/8	<b>Class 11:</b> <ul style="list-style-type: none"> <li>• Gender</li> <li>• LGBTQIA</li> </ul>	<b>LGBT Inclusive Curriculum:</b> <a href="https://www.glsen.org/educate/resources/curriculum">https://www.glsen.org/educate/resources/curriculum</a>  <b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• Schools Address Gender Inclusion to Ensure All Students Can Learn</li> </ul>
11/15	<b>Class 12:</b> <ul style="list-style-type: none"> <li>• Students of Color</li> <li>• Biracial/Multiracial</li> </ul>	<b>*Professional Dialogue/Teacher Interview Due</b>  <b>Racial/Ethnic Enrollment in Schools:</b> <a href="https://nces.ed.gov/programs/coe/indicator_cge.asp">https://nces.ed.gov/programs/coe/indicator_cge.asp</a>  <b>Reading(s) (on blackboard):</b> <ul style="list-style-type: none"> <li>• The Aftermath of “You’re Only Half”: Multiracial Identities in the Literacy Classroom</li> </ul>

11/22	<b>No Class</b>	
11/29	<b>Class 13:</b> <ul style="list-style-type: none"> <li>• Trauma</li> <li>• Bullying</li> </ul>	<b>Reading(s) (on blackboard):</b> Responding to Trauma In Your Classroom Viewers Guide for Bullied Documentary (skim)  <b>View in Class:</b> Bullied Documentary
12/6	<b>Class 14:</b> <ul style="list-style-type: none"> <li>• Classroom Dynamics</li> <li>• Intersectionality</li> </ul>	<b>*Field Experience Reflection Due</b>  <b>Teaching at the Intersections:</b> <a href="https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections">https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections</a>

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

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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