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



**EDUC 301-001 Educating Diverse and Exceptional Learners**
**3 credits, Spring 2024**
**Thompson Hall L019, Fairfax Campus**
**January 16th to May 8th, 2024**
**Wednesdays, 4:30-7:10pm**

**Faculty**
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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. Students will need to register for all field work experiences for any class at the same time. Access the registration forms and more information at the TEACHERtrack@Mason Officer (https://education.gmu.edu/teacher-track-office/student-field-experience/)**

**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. The course site will be available on **Tuesday, January 9, 2024 at 5:00 p.m. EST**.

*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
  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
- 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/

*Expectations*
- Course Week: Our course week will start on Tuesdays, the day of our face-to-face meetings, and will end on Mondays.
- 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):**

- o **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.
- o **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:**
- o **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.
- o **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 |
|---|---|---|
| **Class Participation:** The class participation grade will reflect the quality as well as quantity of your participation. Satisfactory participation requires that you are are engaged each week during class discussions and complete ALL learning tasks/assignments in a thorough, thoughtful, and timely way. | **Ongoing** | 150<br><br>(10 points per class) |
| **Teacher Journal Article Responses (2):** 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 as a way to pursue your own professional development and lifelong learning as a practicing teacher. (Assignment details below and on Blackboard). | **Article #1 Feb 6th**<br><br>**Article #2 Feb 27th** | 50<br><br>(25 points per response) |
| **Be A Teacher for 15 Minutes:** Collaborate with a classmate to create and share a multimedia presentation on one of the approved topics | **March 26th** | 50 |

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| related to student diversity. (List of potential topics, specific directions, and rubric on Blackboard. Multimedia Presentation format must be compatible with Blackboard). | | |
| **Professional Dialogue w Future Teacher Self:** 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). | **April 9th** | 100 |
| **Field Experience & Reflection:** 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 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 ESOL classroom (can be an ESL class taught by ESOL teacher, a content class with ELs taught by general ed teacher, or a co-taught classroom with ESOL 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). <br><br> Should it not be possible to complete 15 hours of observation in a school setting connect with the professor as soon as possible to determine if an alternate assignment is appropriate. | **May 7th** | 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 Special Needs, 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 Multilingual Learners (MLs)
> *Working with MLs 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.

<u>**Field Experience & Reflection (100 points)**</u>: 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 MLs). Other observations may include:
- classrooms that serve students with disabilities (e.g., classrooms for students with autism, classrooms for students with severe disabilities)
- an ESOL classroom (can be an ESL class taught by ESOL teacher, a content class with MLs taught by general ed teacher, a co-taught classroom with ESOL 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.

All students must complete the Online Field Experience Registration Form by February 15th, 2024. Students are encouraged to apply as soon as possible as the process requires multiple steps and takes multiple weeks. 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.

Should it not be possible to complete 15 hours of observations in your field placement site, you may obtain approval from the instructor to complete the assignment by 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. **Prior approval from the professor is required before pursuing this options.**

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 back 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**
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."

- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, **more than two missed classes will result in a failing grade** and you must retake the course.
- 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.
- In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.


**Use of Generative-AI Tools**
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.
https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/

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.

**Grading**

| Grade | Grading Scale | Interpretation |
|-------|--------------|----------------|
| A+ | 97-100 | Represents mastery of the subject through effort beyond basic requirements |
| A | 93-96 | |
| A- | 90-92 | |
| B+ | 87-89 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 83-86 | |
| B- | 80-82 | |
| C+ | 77 – 79 | |
| C | 72 – 76 | |
| C- | 70-72 | 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. |
| D | 60-69 | |
| F | <69 | |

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 | Point Values |
|----------------------|--------------|
| Class Participation | 150 points |
| Be a Teacher Presentation | 50 points |
| Teacher Journal Article Responses | 50 points |
| Professional Dialogue w. Future Teacher Self | 100 points |
| Field Experience Reflection | 100 points |
| | **450 Points** |

**Class Schedule**

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

**All print-based and links to online texts, videos and other resources will be available on Blackboard.**

| Class Session | Topics | Readings & Resources ON BLACKBOARD | Assignments Due |
|---|---|---|---|
| Session #1 **January 16th** | Introduction and Syllabus Review<br><br>**Intro to Intersectionality** and **Critical Perspectives** | **Explore various websites** to understand full inclusion in today's classrooms<br><br>**Read** "Teaching at the Intersections" article and **view video on** Intersectionality from Learning for Justice<br><br>**Read excerpt** from "Life in Schools: Introduction to Critical Pedagogy in the Foundations of Education" -Critical Pedagogy and the Social Construction of Knowledge (pp.133-144) | Have access to the syllabus and Blackboard. |
| Session #2 **January 23rd** | **Brief History of Education**: (Civil Rights Act 1964; Bilingual Education Act 1968; Equal Educational Opportunities Act 1974, etc.)<br><br>**Review of Major Educational Laws - School Accountability**<br>ESEA<br>NCLB<br>ESSA | **Review** historical Timeline of Public Education in the U.S.<br><br>Review from 1 (assigned in class) of the following:<br>Elementary and Secondary Education Act (ESEA) 1965<br>No Child Left Behind (NCLB) 2001<br>Every Student Succeeds Act (ESSA) 2015 | Decide on pairs and topics for "Be A Teacher for 15 Minutes" due Session #10.<br>==(Will be done in class)== |
| Session #3 **January 30th** | **Multi-Tiered System of Support**<br>Response to Intervention (RTI)<br>Positive Behavior Incentive System (PBIS)<br>Connecting with Families | Academic Success for All Students – A Multi-Tiered Approach – from Edutopia<br><br>Read "Getting to know ELLs' families" (Breiseth, L., 2016) | |

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| Session #4 **February 6th** | **Special Education and 504** IDEA Rehabilitation Act ADA  **Assistive Technology with Exceptional Learners** Using Digital Tools to Support MLLs' Literacy & Language Development | Read "Understanding the concerns of parents of students with disabilities" (Reading Rockets)  Assistive Technology Basics IRIS Center – Assistive Technology Module  Tech Tools to Support MLLs Literacy & Language Development – blog from International Literacy Association (ILA) | Teacher Journal Article Response #1 DUE |
| Session #5 **February 13th** | **Sociocultural Perspectives on Learning: Supporting Multilingual Learners** Intersection of Culture, Language, & Identity  Intro to World Class Instructional Design & Assessment (WIDA) English Language Development Standards  Foundations of Effective Instruction for MLs: Strengths-based vs. deficit perspective; Funds of Knowledge | Reading(s) from textbook: Pages 1-17 of *No more low expectations for English learners* (required paperback textbook)  World Class Instructional Design and Assessment (WIDA) and VA SOLS:Virginia Department of Education – English as a Second Language: • Standards • Instruction • Professional Organizations • Parent Resources  Recap of Luis Moll's Research on Funds of Knowledge  Review "Best practices for serving ELLs and their families" (Learning for Justice) | |
| Session #6 | **Intro to the SIOP Model** Learning as social activity | Reading(s) from textbook: | |

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| **February 20th** | Learning is Language-Based<br>Access to grade-level content through high expectations<br><br>**TESOL's 6 Principles for Effective Teaching of ELs**<br>Universal guidelines from research on language pedagogy & language acquisition theory<br><br>**Education & MLs:**<br>Federal & State Laws & Policies guiding Education for MLs | Pages 18-35 of *No more low expectations for English learners* (required paperback textbook)<br><br>Using SIOP Model to link content learning and language development<br><br>The 6 Principles for Exemplary Teaching of English Learners – from TESOL International<br><br>WIDA Can-Do Philosophy and Can-Do Descriptors<br><br>ColorinColorado – A Bilingual Site for Educators and Families of English Learners<br>Special Education & ELs: Opportunities & Challenges, Student Needs, Instruction & Assessment<br><br>U.S. Supreme Court Cases:<br>Lau v. Nichols<br>Plyler v. Doe<br>Castañeda v. Pickard | |
| Session #7<br>**February 27th** | **Dually Identified Students:**<br>Language Learning & Language Difference vs. Learning Disability<br><br>Importance of Students' Cultural, Linguistic, & Educational Background<br><br>**Gifted Education:**<br>Discrimination and disparities in Gifted identification;<br>New Perspectives on Giftedness;<br>**Twice exceptional learners**:<br>Gifted learners with disabilities | Read from textbook:<br>• Pages 37-75 of *No more low expectations for English learners*<br><br>National Association for Gifted Education<br><br>Problem-Based Learning for Identifying ELs for Gifted and Talented Ed | Teacher Journal Article Response #2 DUE |

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| **March 5th** | SPRING BREAK! – No Class | None | |
| Session #8 **March 12th** | **Universal Design for Learning** (UDL) **Be a Teacher Presentation Work Time** | National Center on **Universal Design for Learning (UDL)** **IRIS Center-UDL** | |
| Session #9 **March 19th** | **Reimagining Multicultural Education:** 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 #10 **March 26th** | **Be a Teacher Presentation Topics** | **To be Assigned by Presenters** | Be a Teacher Presentations DUE |
| Session #11 **April 2nd** | **Equity in Education:** Gender equity; Equity for LGBTQIA students | Read "Gender equity in the classroom" (Edutopia blog) Read Introduction and Review the LGBTQ Best Practices Guides (*Learning for Justice*) Explore US Dept of Ed history of policies to protect LGBTQ students Read about the Equality Act (House Bill No. 5) | |
| Session #12 **April 9th** | **Racial Equity for Students of Color:** Racial Disproportionality in School | Read Learning for Justice Social Justice Standards Read "Avoiding racial equity detours" (Gorski, 2019) | Professional Dialogue with |

| | | 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) | Future Teacher Self DUE |
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| Session #13 **April 16th** | **Bullying** Bullying of Children with Disabilities; Preventing Bullying | 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 | |
| Session #14 **April 23rd** | **Teaching for Global Competence** Foster inquiry, perspective taking, dialog, and action | Teaching for Global Competence

How to Be a Global Thinker | |
| **April 30th** | **Reading Day – No Class**

**Optional Office Hours will be offered.** | **N/A** | |
| **May 7th** | **N/A** | **N/A** | Field Experience Reflection DUE |

**Professional Dispositions**

See https://cehd.gmu.edu/students/polices-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 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.

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