



**George Mason University
Graduate School of Education
Spring 2011**

**EDSE 540: Spring 2011 – Section 001
Characteristics of Students with Disabilities Who Access the General Education
Curriculum**

Instructor: Clara Hauth	Meeting Dates: January 26 – May 11, 2011
Phone: 703-904-5120	Class day/time: Wednesdays, 7:20 – 10:00 p.m.
Email: chauth@masonlive.gmu.edu	Class location: KA 102
Office Hours: By appointment	

Course Description:
EDSE 540 examines the characteristics of students with mild disabilities. Emphasis on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. Prerequisites: none

Student Outcomes:
The purpose of this course is to assist students in developing a solid foundation for understanding learning acquisition and behaviors of children with mild disabilities. EDSE 540 is also designed to prepare students to interact with other professionals about children with these disabilities. Upon successful completion of this course, students will be able to demonstrate the CEC standards in relation to the student outcomes identified in Table 1. CEC standards that will be addressed in this class include some of the ED and LD disability-specific standards (Standard 1: Foundations; Standard 2: Development and characteristics of learners; Standard 3: Individual learning differences) and some of the CEC Core Standards: The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stdts/common_core_4-21-01.html

Alignment of Outcomes and Requirements with key CEC/NCATE Standards

CEC/NCATE STANDARDS	STUDENT OUTCOMES	COURSE REQUIREMENTS
<p>Standard 1: Foundations Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education</p>	<ul style="list-style-type: none"> • Describe the field of learning disabilities from its origins to policies and practices of today. • Compare the history of education for students with emotional and behavioral disorders, 	<ul style="list-style-type: none"> • Reading assignments • Small group discussion • Journal abstracts

<p>and the education and treatment of individuals with disabilities both in school and society.</p>	<p>students with learning disabilities students with mild intellectual disabilities.</p>	
<p>Standard 2: Development and Characteristics of Learners Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Special educators understand how exceptional conditions interact with the domains of human development and they use this knowledge to respond to varying abilities and behaviors. Special educators understand how disabilities impact families, and the individual’s ability to learn, interact socially, and live as contributing community members.</p>	<ul style="list-style-type: none"> • Define <i>learning disability, emotional disturbance, and mild intellectual disabilities</i>. • Describe how educators and other professionals determine the difference between <i>normal</i> and <i>atypical</i> behaviors. • Describe characteristics of young children and adolescents with learning disabilities, emotional disturbances, and/or mild intellectual disabilities. • Compare at least three conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities. 	<ul style="list-style-type: none"> • Reading assignments • Small group discussions • Case Study
<p>Standard 3: Individual Learning Differences Special educators understand the effects that an exceptional condition has on learning in school and throughout life. Special educators understand that beliefs, traditions, and values across and within cultures affect relationships among and between students, families, and school. Special educators seek to understand how primary language, culture, and familial backgrounds interact with the disability to affect academic and social abilities, attitudes, values, interests, and career options. Learning differences and their interactions are the basis for individualizing instruction to provide</p>	<ul style="list-style-type: none"> • Discuss the various etiologies in relation to biological, family, cultural, and school perspectives. • Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self-understanding and confidence as learners. • Describe and discuss a range of learning disabilities, emotional disturbances, and mild 	<ul style="list-style-type: none"> • Case study report • Reading assignments • Field Observations • Final exam

<p>meaningful and challenging learning.</p>	<p>intellectual disabilities for a parent and suggest possible interventions for home and school.</p>	
<p>Standard 6: Language Special educators understand typical and atypical language development and the ways in which disabilities can interact with an individual’s experience with and use of language.</p>	<ul style="list-style-type: none"> • Describe at least one theory of how children develop language.* 	<ul style="list-style-type: none"> • Small group discussion • Class activities • Final exam
<p>Standard 8: Assessment Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</p>	<ul style="list-style-type: none"> • Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems. • Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems. • Describe what an Individualized Education Program (IEP) is and how it is developed. 	<ul style="list-style-type: none"> • Small group discussion • Class activities • Case study report • Journal Abstracts • Student presentation • Final exam

Relationship of Course to Program Goals and Professional Organizations

EDSE 540 is part of the College of Education and Human Development, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special educational professional organization in the United States. As such, the curriculum for the course includes competencies for teaching students with emotional disturbances and learning disabilities in kindergarten through grade 12.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>]. This link defines student and faculty conduct to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community. The honor code deals specifically with cheating and attempted cheating, plagiarism, lying, and stealing.
- 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/>] or call 703-993-2474 to access the ODS.
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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. From this link, [<https://thanatos.gmu.edu/masonlive/login>] follow the directions for activating an email account. GMU makes such accounts available at no cost to students. Every student is required to establish a GMU email account to access Blackboard and other important university correspondence that will be sent to GMU email accounts only. Once an email account has been established, it is possible to forward email sent to the GMU account to another email account. Students are responsible for any information shared electronically and should check e-mail regularly.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. See <http://www.gse.gmu.edu/> for a listing of these dispositions.
- *George Mason Blackboard:* From this link, <http://courses.gmu.edu> you will find a variety of materials related to this course. The site will be updated as the course progresses. **Students are responsible** for any information shared via Blackboard and should check the site regularly

- *George Mason Patriot Web*: This is a self-service website <https://patriotweb.gmu.edu> for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.
- *Advising Contact Information*: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, be prepared to provide your G number.

Campus Resources

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

Evidence-Based Practice Statement: This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, and inclusionary practices. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Nature of Course Delivery:

Class sessions may include a variety of integrated formats with instructional technology, lecture, discussion, guest presenters, videos, and small group activities. Students will be expected to engage in dialog with the instructor and peers cooperatively and collaboratively.

Learning activities include the following:

1. Class lecture, discussion, cooperative group work, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. *Blackboard e-Education Learning System* applications.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations

Required Text:

Henley, M., Ramsey, R., & Algozzine, R. (2009). *Characteristics of and Strategies for Teaching Students with Mild Disabilities* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Highly Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Class expectations:

- **Attendance:** Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation will be expected. Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing more than one class, inadequate class participation, or repeated tardiness will result in a drop in your participation grade. When absence from class is unavoidable, students are responsible for acquisition of all class information (e.g., handouts, announcements, notes, syllabus revisions, etc.) from another class member prior to the class meeting following the absence. Please notify me in advance by email if you will not be able to attend class.
- **Workload:** In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation time for each credit hour weekly in addition to time spent on papers and assignments. **The result of late work will be the loss of 5 points per day until the assignment is received by the instructor.** If you are absent, you still need to submit the work prior to class or by the due date. Individual situations will be addressed with individual students outside of class.

- **Written and Oral Language: APA Style** is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>

We will use **person-first language** in our class discussions and written assignments which is a part of our professional practice. We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

- **Academic Integrity:** Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. **Evidence of plagiarism or any other form of cheating in the class will result in a zero on that assignment and a report of the incident to the Dean’s Office.**
- **Computers, Cell Phones, Blackberries, and Recording Devices**
The use of personal computers is discouraged in this course. Class notes will be posted on Blackboard prior to class and will also be shown during class if you prefer not to print out a copy. The use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers) is prohibited during class. Please turn these devices off before the start of class. Texting and other non-class use of cell phones or similar devices is also prohibited during class sessions.

Graduate Grading Criteria

95-100% = A
90-94% = A-
85-89% = B
80-84% = B-
70-79% = C
< 70% = F

Your performance in the course will be rated upon the following:

Class Attendance & Participation Activities	15%
Abstract of Journal Articles	20%
Case Study & Presentation	25%
Presentation of effective interventions	20%
Final exam	20%
Total	100%

It is recommended that students retain both electronic and hard copies of ALL course assignments. Products from this class may become part of one's individual professional portfolio used to document satisfactory progress towards licensure as based on the CEC standards.

***Evaluation:**

1. Class attendance and participation (15 points)
3. Abstract of journal articles (20 points)
4. Case study & presentation (25 points)
5. Presentation of effective interventions (20 points)
6. Final Exam (20)

*Points will be deducted for work submitted late

MAJOR COURSE ASSIGNMENTS

Attendance and Participation in Class Activities (15 points)

Students are expected to attend class and actively participate in all assignments, group activities, and class discussions. Active participation includes the asking of questions and the presentation of one's own understanding with regard to the readings and lectures as well as interactive discussion and participation in activities with other class members. Active participation also includes listening and respectful consideration of the comments of others. This will require all students to complete the required readings, activities, and assignments for that specific class meeting. Additionally, during class meetings there will be opportunities to earn points for successful completion of in-class activities. If you are not in attendance and thus not able to participate when these activities occur, assigned points cannot be earned.

After two absences, two points per absence will be deducted in addition to the loss of participation points.

I. Abstracts of Journal Articles (20 points)

Each student will summarize three (3) journal articles that are relevant to working with students with disabilities. Papers chosen for this requirement must be from peer-reviewed published journals (no ERIC documents) and should be data-based examinations of issues relevant to the ED / LD/ ID field. Appropriate sources for journal articles include: *Exceptional Children, The Journal of Learning Disabilities, Learning Disabilities Quarterly, The Journal of Special Education, Learning Disabilities Research and Practice, Remedial and Special Education, Journal of Emotional and Behavioral Disorders, etc...*

The purpose of this assignment is twofold: first to identify research-based findings that are relevant to the needs of individuals with disabilities, and subsequently to synthesize the major points of each article in a two page summary. The papers should be typed (double spaced) and follow the format provided. At the end of the third article summary, provide a conclusion section to tie together the findings of the three articles. This section also provides an opportunity to reflect and offer suggestions as to how the information from the abstracts could be implemented to assist students with disabilities in the inclusive classroom.

All articles should be from current literature and should not be more than six years old. Your paper will be in APA format and content should be no more than 8 pages long. Title page, abstract and reference pages are additional pages.

II. Presentation on effective interventions for students with mild disabilities (20 points)

Each student will choose an area of interest (e.g. reading, writing, math, behavioral management) and will investigate research-based interventions on the selected area of interest. A list of effective interventions will be provided. Then, each student will prepare a 10-15 minute presentation on the intervention investigated. The presentation should include an introduction to the topic, description of the intervention (with appropriate citations) and examples of how to apply the intervention. In addition, a hands-on activity should be developed as part of the presentation as well as handouts for your class peers.

**** III. Case study (25 points)**

A comprehensive case study on a student with ED/ LD/ ID or autism will be completed. The case study should include the following components (these are your headings):

- Student's demographic data
- Description of school and student's community
- Educational history (schools attended, reason for referral, pre-referral interventions, results of multidisciplinary evaluation, special education classification, description and location of educational service provision, related services)

- IEP goals and objectives, classroom accommodations
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations)
- Teacher interview (related to education goals, objectives, accommodations, and any other relevant issues.)
- Additional recommendations, educational accommodations, and/or modifications
- Summary and synthesis (comparison of student's characteristics with those described in the textbook or other research, i.e.; which characteristics were identified in your student? Integrate at least three (3) sources from the literature with what you observed in your case study.)
- Appendices – to include student work samples, parent interview questions/answers.

Each student will prepare a 5-7-minute presentation and share what they learned through the case study activity.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor).

****This is the Signature Assignment for this course and you will be submitting the Case Study assignment electronically to Taskstream at the end of the semester. Final grades will NOT be posted until you have submitted your Signature Assignment to TaskStream. TaskStream information is available at <https://www.taskstream.com>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.**

IV. Final Exam (20 points) to be discussed in class.

NOTE: This syllabus may change according to class needs.

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or special needs arrangements, **please call and/or make an appointment with instructor as soon as possible.**

Course Calendar

Date/Class	Topics	Assignments/ Due Dates
Jan. 26 (1)	Introduction to the course Syllabus review Library Resources Discuss APA format/empirical articles	In class APA activity, complete for next class if needed
Feb. 2 (2)	Foundations of Special Education Relevant legislation	Chapter 1
Feb. 9 (3)	Overview of Students with Mild Disabilities	Chapter 2 Bring Journal Article #1 to class
Feb. 16 (4)	Students with Mild Intellectual Disabilities Definitions, Identification, Characteristics, Teaching Approaches	Chapter 3 Bring Journal Article # 2 to class
Feb. 23 (5)	Students with Emotional Disabilities Definitions, Identification, Characteristics, Teaching Approaches	Chapter 4 Informal Case Study Updates Bring Journal Article #3 to class
Mar. 2 (6)	Students with Specific Learning Disabilities Definitions, Identification, Characteristics, Teaching Approaches	Chapter 5 Peer Review Journal Abstract
Mar. 9 (7)	The Inclusive Classroom Inclusion Collaboration	Chapter 6 Journal Abstract Due
Mar. 16 (8)	No Class – Spring Break	
Mar. 23 (9)	Learning and Teaching	Chapter 7
Mar. 30 (10)	Instructing Students with Mild Disabilities Accommodations, Modifications, Strategies	Chapter 8 Informal Case Study Updates
April 6 (11)	Classroom Management/Improving classroom behavior Teaching Social Skills	Chapter 9 & 10
April 13 (12)	Interventions	Effective Intervention Presentations
April 20 (13)	Discussion of Final Exam	Effective Intervention Presentations
April 27 (14)	Working with families: Building Partnerships	Chapter 11 Guest Speaker
May 4 (15)	Summary of learning Course evaluations	Case study 5-7 min. presentations Case Study uploaded to Taskstream - Due by 7:20pm
May 11	Final Exam	Due by 7pm (Blackboard)

***Rubrics will be posted on Blackboard.**