



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Summer 2014

EDSE 401 A01: Introduction to Special Education

CRN: 41546, 3 - Credits

<b>Instructor:</b> Dr. Nadine Bolkhovitinov	<b>Meeting Dates:</b> 5/19/2014 - 6/27/2014
<b>Phone:</b> 703-203-9333	<b>Meeting Day(s):</b> Tuesdays & Thursdays & Saturdays
<b>E-Mail:</b> nbolkhov@gmu.edu	<b>Meeting Time(s):</b> 7:00 pm-9:40 pm (T/Th), 9-11:40 (Sa)
<b>Office Hours:</b> by arrangement	<b>Meeting Location:</b> KAI 113

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Description**

Survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe. Includes the impact of disabilities on academic, social, and emotional performances. Field experience required.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

## **Nature of Course Delivery**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## **Field Experience Requirement**

A Field Experience MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

**OPTION 2:** Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

#### Helpful Information to CEHD Students with Field Experience Requirements

1. Overview of Field Experience PowerPoint Presentation  
<http://cehd.gmu.edu/teacher/clinical-practice/>
2. Registration for Field Experiences link  
<https://cehd.gmu.edu/endorse/ferf>
3. Field Experience Documentation Form (confirm with your instructor if this is required  
<http://cehd.gmu.edu/assets/docs/forms/Field%20Experience%20Documentation%20Form.pdf>

NOTE: Be sure to complete the on-line Field Experiences Registration as soon as possible in order to have your confirmed placement as early as possible. Questions? Contact:

[fieldexp@gmu.edu](mailto:fieldexp@gmu.edu)

#### **Learner Outcomes**

Upon completion of this course, students will be able to

- Describe how educators and other professionals determine the difference between “normal” and “atypical” behaviors.
- Describe the legal and historical development of the field of special education.
- Describe various theoretical models and perspectives in the field of special education.
- Describe research in etiological factors associated with all disability areas.
- Describe social, cognitive, behavioral and academic characteristics associated with all disability areas.
- Describe historical points of view and contribution of culturally diverse groups to the field of special education.
- Describe the role of families in the educational process.
- Describe past, present, and future models of assessment and intervention, including use of innovative technology.
- Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
- Examine ethical considerations for the treatment of all children.

## **Required Textbooks**

Hallahan, Daniel, *Exceptional Learners: An Introduction to Special Education*, Loose-Leaf Version with Video-Enhanced Pearson eText -- Access Card Package (13th Edition) [Loose Leaf] 2014. ISBN-13: **978-0133570724**

## **Digital Library Option**

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

## **Recommended Textbooks**

APA 6<sup>th</sup> edition.

## **Required Resources**

Students must establish access to their Blackboard account. Presentations and supplementary material for the class will be posted on Blackboard and students must be prepared to print presentations ahead of time of each class to take notes on the material presented.

## **Additional Readings**

Additional readings will be posted on Blackboard under the class number. They must be printed or brought to the class via laptop as well as read ahead of each class in order for students to be able to actively participate in class discussions.

## **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General

Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, and Standard 3: Individual Learning Differences.

### **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/the-mason-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. [See <http://cehd.gmu.edu/values/>]

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

### **Course Policies & Expectations**

#### Attendance.

Students must attend class, participate in class discussions, and complete in-class activities, in order to receive points for class.

#### Late Work.

Minus 10 points for every day submitted late for each of the major assignments (Child Abuse recognition certificate uploaded on taskstream, Field Experience assignment, Disability Specific topic paper and presentation. No credit for quizzes if absent from class.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit these assessments, *Abuse/Neglect Certificate and Final Paper* 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.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>.

### **Grading Scale**

- 95-100% = A
- 90 - 94% = A-
- 87 - 89% = B+
- 84 - 86% = B
- 80 - 83% = B-
- 77 - 79% = C+
- 74 - 76% = C
- 70 - 73% = C-
- < 70% = F

## Assignments

### Performance-based Assessment (TaskStream submission required).

1. Child abuse recognition and reporting certification of completion of module.
2. Field experience paper
3. Disability specific topic paper
4. Presentation (powerpoint)

The following are descriptions of the performance based assessments, which will be uploaded to Taskstream.

- **Class Attendance and Participation (10 points):** 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) actively participate in class activities and discussions. 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. Points will be deducted for missed sessions, lack of preparation, or chronic tardiness. Please notify me *in advance* by phone or email if you will not be able to attend class.
  - **Weekly Readings:** from the text and other sources will be required. It is expected that students will allot approximately three hours per week for class study/readings. Students are expected to share acquired information and reactions during class discussion.
- **Child Abuse Awareness Program (10 points):** Students will complete an online child abuse awareness training module at [http://www.vcu.edu/vissta/training/va\\_teachers/](http://www.vcu.edu/vissta/training/va_teachers/) . The site includes the definitions and indicators of child abuse and neglect, how to respond to signs of abuse and to report abuse, the legal requirements of Virginia teachers to report abuse, state support services, and the actions that follow reports of abuse. Quizzes and scenarios assess student understanding and a certificate of completion is awarded. ***This is the first submission to Taskstream for the Signature Assignment for CEC Standard 1. Very important: You must provide a link to this certificate, save and upload, or print and scan it to use as a signature assignment in your electronic portfolio on TaskStream for 401.***
- **Field Exploratory Activity (30 points):** Adult learners bring varying levels of experience to introductory courses such as this.

Part I: The Pre-Exploratory Reflection Paper is a 3-5 page paper designed to help you reflect on where you are now, where you wish to go in the future, and what you feel your learning needs are currently. At the conclusion of the paper the student is to *specifically state* the three activities planned to further the exploration/knowledge-base related to special education.

Part II: Eight hours of field experience are required for this course. Adult learners bring varying levels of experience to introductory courses such as this. In order to address your differing backgrounds, you will select activities from a menu of options so that you can

tailor this portion of the course to address your own educational needs as you build an emerging philosophy of special education. You should refer to the separate handout for details regarding this assignment.

- **Disability-Specific Information Paper (20 points):** will ensure you are more informed about specific types of disabilities within a given Federal category. Within the 14 Federal disability categories, there are numerous specific disabilities and disorders: for example, Cerebral Palsy, Retinitis Pigmentosa, Down Syndrome, Cri de Chat Syndrome, Dyslexia, Schizophrenia, etc. You will investigate a specific disability of your choosing (please clear with instructor first) and provide research-based information about the identification, implications, and impact of that disability: medical, physical, social, educational, etc. across the lifespan (birth to death). You will also connect the reader to evidence-based resources and supports pertaining to this disability. Your paper will be approximately 10 + pages in length.
- **Presentations (10 points):** students will develop a 10-minute class presentation focused on their Disability-Specific Information Paper.
- **A Final Exam (25 points):** Open book and note, essay responses will be given to assess knowledge and understanding of student outcomes. ***This is the second signature assignment for this course for TaskStream for CEC Standard 1***

<b>Evaluation</b>	<b>Points</b>
• Class participation	10
• *Child Abuse Awareness*	10
• Field Observations/Exploratory Activities	30
• Disability-specific paper	20
• Presentation	10
• *Final Exam*	25

**Points will be deducted for work submitted late.**

## **Rubrics**

### **Field Exploratory Activity**

*Pre-Exploratory Reflection Paper (5 points)*

*Exploratory Activities/Field Experience(s) Project (25 points)*

Select aspects of special education field that you wish to explore. Compose a 3-5 page paper reflecting on your knowledge of the special education field, why you wish to work in the special education field, and your current learning needs. At the conclusion of the paper, identify three activities that you will complete over the course of the semester to enhance your knowledge of the special education field.



Ideas to Consider:

- o Observe relevant school settings or community settings (e.g., self-contained, co-taught class, job sites, group homes)
- o Conduct a home visit of a student with a disability
- o Shadow/Interview an individual in a position of interest to you (e.g. Interpreter, Teacher, Audiologist, Counselor/Social Worker, Physical Therapist, Principal, Recreation Therapist, Speech Pathologist, Work-Study Coordinator, Job Coach, Reading or other curriculum specialist)
- o Interview an adult with a disability
- o Interview a parent of a person with a disability
- o Interview a sibling of a person with a disability
- o Interview the entire family of an exceptional learner
- o Learn how to conduct (by observation) one of an assessment
- o Attend an eligibility meeting for a student
- o Attend a child study team meeting
- o Attend staff development presentations
- o Examine media-based resources (maximum of 2 hours allowed; e.g. journals, documentaries, webquest, etc.)
- o Other (ask instructor to confirm acceptability/assist with ideas)

Field Experience(s) (25 points)

Thoughtfully review instructor feedback provided on your reflection paper. With instructor approval, complete your selected field activities. Write a summary and reflection (2-4 pages) for each activity selected. Document the location, date, and time spent engaged in each activity and submit the log with each of your papers. Make sure there is a link between the activities and your self-identified learning need(s). At least eight hours of direct observation must be completed as a component of your observations and activities.

## FIELD EXPLORATORY ACTIVITY RUBRIC (30 points total possible)

Criteria	Exceeds Criteria	Meets Criteria	Partially meets criteria	No Evidence
Completed pre-exploratory reflection paper according to guidelines, and listed three activities to complete over the course of the semester. Paper is 3-5 pages, uses APA style, and contains reflection on present knowledge of special education, what you wish to learn of the special education field, and your current learning needs. TOTAL POINTS: 5		5	3	0
Complete summary and reflection is provided for all three learning activities, with location, date and time spent in each activity contained within the writing. 6 POINTS PER ACTIVITY for a total of 18 points		18	9	0
Writing contains links between the activities observed and the self-identified learning needs. TOTAL POINTS: 4		4	2	0
At least eight hours of observation went into the activities reflected. TOTAL POINTS: 3		3	2	0
TOTAL (30 points possible)				

### Disability Specific Paper (Taskstream Assignment)

The final paper is an opportunity to show growth in your knowledge about learners with disabilities. You will select one disability area and demonstrate your knowledge of (a) the characteristics of the disability, (b) learning needs of individuals with the disability, (c) lifespan issues related to the disability (including impact of a disability on the individual and the family), and (d) how the disability is similar and different to other types of disabilities (e.g., mild, severe, sensory). To show this growth you will combine what you have learned from coursework (lectures, discussions, articles, and textbook readings) with independent learning activities (IRIS modules, field experiences, and exploratory activities). Your independent learning activities will include the following:

1. **The IRIS module *Perceptions of Disability*** located at <http://iris.peabody.vanderbilt.edu/da/chalcycle.htm>

Start the module at “CHALLENGE.” Answer the questions under the headings of “Challenge,” “Assessment,” and “Wrap Up.”

2. **At least one field experience** designed to further your understanding on the impact of a disability on a student’s learning, his/her family, and his/her school experience. These experiences might include:
  - a. Observation of a student with a disability. If you are already teaching, take this opportunity to explore a disability with which you are less familiar (in other words, do not observe your own classroom).

- b. Interview of a parent, administrator, or teacher of a student with a disability.
- c. Completion of additional IRIS modules  
(<http://iris.peabody.vanderbilt.edu/resources.html>)
- d. Other instructor approved activity.

**Note:** Most students in this class make arrangements on their own for the field based activity (e.g., observing in a school where they are working, interviewing someone they already know who is a teacher or parent of a child with a disability, making arrangements with a peer in class, or completing additional IRIS modules). IF you would like to complete a field experience in a K-12 setting (and you don't have your own contacts), you **must** work through GMU's Field Placement Office. Please do **NOT** make "cold calls" to schools/families asking to observe or interview. Instead, please fill out the request form at the link below.

Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

3. **At least one exploratory activity** designed to better understand the experience of having a disability. These activities might include watching a full length movie or several episodes of a television show, reading a book (e.g. fictional/memoir), or reviewing how disability is represented in the media that help you explore of the impact of a disability on a person's life. Your exploratory activity sources might include:
  - a. Movies
  - b. Television
  - c. Books
  - d. Media (e.g., newspapers, Internet)

Please see Blackboard for the list generated on the first night of class. You may also choose to visit the following websites for ideas:

[http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_film/film.html](http://iris.peabody.vanderbilt.edu/resource_TOOL_film/film.html)

[http://iris.peabody.vanderbilt.edu/resource\\_TOOL\\_irismedia/irismedia.html](http://iris.peabody.vanderbilt.edu/resource_TOOL_irismedia/irismedia.html)

<http://www.nlcdd.org/resources-books-movies-disability.html>

<http://lits.columbiasc.edu/edenslibrary/disabilities.htm>

### **Paper Guidelines**

Your paper should be approximately 10 pages long. The format for the paper is fairly flexible. You may choose to describe the characteristics and the impact of the selected disability and make connections to how you experienced or observed this in your field experience and exploratory activity. You may choose to describe meaningful experiences from your field experience and exploratory activity and explain how that connects with the content you have learned in the course. You can also come up with an alternative format of your choice. However, please be sure to refer to the grading and Taskstream assignment rubrics to make sure that you have addressed all required topics.

**Your goal is to clearly show how your own perceptions of disability have changed and evolved this semester AND demonstrate that you clearly understand the important content you have learned.** Regardless of how you choose to approach this assignment, your paper should address the following areas:

### **A. Disability Characteristics**

What are some characteristics of the disability, for example:

- What is its prevalence? Is it a high- or low- incidence disability?
- How is it diagnosed?
- Are physical/medical issues associated with this disability?
- Are there social or behavioral implications associated with this disability?

### **B. Learning Needs**

How does the disability affect learning? For example:

- What areas of learning might be impacted by this disability?
- What teaching strategies might benefit learners with this disability?
- What IEP considerations might be needed?
- What accommodations might students with this disability need?
- Where might a student with this disability receive services? (Think LRE.)
- What skills will teachers need to work with students who have this disability?

### **C. Lifespan Issues (including Impact on Individual and Family)**

How does having this disability impact an individual? For example:

- What are early childhood issues that need to be considered?
- What are community issues that need to be considered?      What are post-secondary (after high school – job, college, independent living) factors that need to be considered?
- What impact does having this disability have on social relationships?

What is the impact of the disability on family? For example:

- What daily living skills might be impacted by this disability?
- How does this disability impact family dynamics?
- What information do families need to advocate for their children who have disabilities?

### **D. Similarities and Differences to Other Disabilities**

How is this disability similar and different to other disabilities (or other disability areas)? For example:

- Is there a difference in the prevalence of the chosen disabilities?
- What are differences in possible school placements for students with the selected disabilities?
- What types of instructional strategies or accommodations/modifications may be different for students with the chosen disabilities?

**Note:** For this category, you should contrast your selected disability with **TWO** other disabilities or disability areas. For example, if my paper were on students with ADHD (mild disability), I might contrast it to severe disabilities (or a specific disability such as Cerebral Palsy) AND sensory disabilities (or a specific disability such as blindness).

## E. Appendices

In addition, you should provide the following artifacts within an appendix:

- 1) Your response to the **required IRIS module**- Perceptions of Disability
- 2) Evidence of your chosen **field experience**.
  - This might include notes from an interview, drawings/notes from a classroom observation, responses to a relevant IRIS module (other than Perceptions of Disability), etc.
- 3) Evidence of completion of at least one **exploratory activity** related to how disability is portrayed in the media:
  - Movie(s): Evidence would include the name of the movie, the date the movie was watched, a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection that makes connections to the course lectures and readings.
  - Television: Evidence would include the name of the television show(s), all dates shows were watched, a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection of all shows that makes connections to the course lectures and readings.
  - Book: Evidence would include the name of the book, an indication of the type of book (fiction, biography, junior fiction), a brief summary of the plot (including type(s) of disabilities portrayed), and a personal reflection that makes connections to the course lectures and readings.
  - Media: Evidence would include a log of the title of each article, the date it was located, a brief description of the content of the article (including type(s) of disability portrayed), and a personal reflection of all articles that makes connections to the course lectures and readings.

**Note:** Appendices do not need to be typed.

### Grading Rubric

<b>Requirement</b>	<b>Points (out of 20)</b>
<b>Paper developed and posted on blackboard</b>	<u><b>/1</b></u>
<b>Disability Characteristics</b> Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	<u><b>/4</b></u>
<b>Learning Needs</b> Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	<u><b>/4</b></u>
<b>Lifespan Issues (including Impact on Family)</b> A clear description of the impact of the disability across the lifespan is provided.	<u><b>/3</b></u>

<p><b>Similarities and Differences to Other Disabilities</b>  The paper compares and contrasts the chosen disability with <u>2</u> other disabilities (or disability categories: mild, severe, or sensory).</p>	<p><u>    </u> /3</p>
<p><b>Information Synthesis</b>  Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).</p>	<p><u>    </u> /4</p>
<p><b>APA Style</b>  Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.</p>	<p><u>    </u> /1</p>
<p style="text-align: right;"><b>Total Points</b></p>	<p style="text-align: right;"><b>/20</b></p>

**Presentation Rubric: 10 points possible**

Names/Topic:

Criteria	Benchmarks				Points
	<b>UNSATISFACTORY</b>	<b>MINIMAL</b>	<b>GOOD</b>	<b>OUTSTANDING</b>	possible
<b>Organization Content Knowledge</b>	<p>Listener cannot understand presentation because there is no sequence of information. Does not engage the audience.</p> <p>Students do not have grasp of information; students cannot answer questions about subject.</p>	<p>Listener has difficulty following presentation because presenters jump around. Does not engage most of the audience.</p> <p>Students are uncomfortable with information and are able to answer only rudimentary questions.</p>	<p>Students present information in engaging and logical sequence which audience can follow.</p> <p>Students are at ease with content, but fail to elaborate.</p>	<p>Students present information in engaging, novel, and logical sequence which audience can follow.</p> <p>Students demonstrate full knowledge with explanations and elaboration. Address the needs of culturally, linguistically and ability diverse young children and their families.</p>	5
<b>Visual, Media, Strategies Mechanics</b>	<p>Student used no visuals/media/strategies.</p> <p>Student presentation has four or more spelling errors and/or grammatical errors. Two or fewer sources in APA style.</p>	<p>Student occasionally used visuals/media/strategies that rarely support text and presentation.</p> <p>Presentation has no more than three misspellings and/or grammatical errors. Three + sources in APA style.</p>	<p>Visuals/media/strategies related to text and presentation.</p> <p>Presentation has no more than two misspellings and/or grammatical errors. Four + sources in APA style.</p>	<p>Student used visuals/media/strategies to reinforce screen text and presentation.</p> <p>Presentation has no misspellings or grammatical errors.</p> <p>Five + sources in APA style.</p>	3
<b>Delivery</b>	<p>Students' presentation is poorly organized, does not demonstrate</p>	<p>Student presentation lacks organization, there is little evidence of</p>	<p>Students' presentation is organized, student demonstrates</p>	<p>Student presentation is well organized, student demonstrates</p>	2

	knowledge of the topic. No evidence of keeping presentation to time limit.	collection of information, and limited demonstration of topic knowledge, presentation is either too long/short.	knowledge of topic, and presentation is within time limit.	exceptional knowledge of topic and presentation is kept within time limit.		
				<b>Total----&gt;10</b>		

Additional Comments:

**Performance-based Common Assignments (No TaskStream submission required).**

1. In class exit tickets
2. Class participation
3. In class reflections
4. Blackboard discussions

**Other Assignments.**

1. In class reactions and reflections.



## Schedule

Class	Date	Topic	Assignments Due	Readings to be done for class
1	5/20	Introductions Course Overview Assignment/Blackboard/Taskstream Explanation Introduction to the Field		
2	5/22	History of Special Education Legislation. Understanding the IEP process Eligibility 101	Select Disability Paper topic DUE	Chapters 1 & 2
3	5/25	Eligibility (IEPs) continued Families, Communities, Multicultural and Bilingual Aspects of Special Education	Plan Field Exploration Activities: Pre- exploratory paper (5 points) is DUE	Chapters 3 & 4
4	5/27	Learners with Intellectual Disabilities		Chapter 5
5	5/29	Learners with Intellectual Disabilities		Chapter 6
6	5/31	Learners with ADHD	Copy of Child Abuse Awareness Program Certificate and submission to Taskstream (10 points) is DUE	Chapters 7
7	6/3	Learners with Communication Disorders		Chapter 10
8	6/5	Learners with Emotional and Behavioral Disorders		Chapter 8
9	6/7	Learners with Autism Spectrum Disorders	Submit final draft of Disability Specific Paper (20 points) DUE Presentation Disability Specific Papers (10 points)	Chapter 9
10	6/10	Learners who have Sensory Impairments: Deaf, Blind, Hard of hearing, Low vision	Presentation Disability Specific Papers (10 points)	Chapters 11 & 12
11	6/12	Learners with Low-Incidence, Multiple, or Severe disabilities	Presentation Disability Specific Papers	Chapters 13

			(10 points)	
12	6/14	Learners with Physical Disabilities and Other Health Impairments	Presentation Disability Specific Papers (10 points)	Chapter 14
13	6/17	Individuals with special gifts and talents	Presentation Disability Specific Papers (10 points)	Chapter 15
14	6/19	Review Summary of learning Course Evaluations Final Exam given out. One week to complete.	Submit final Field Observation Paper (25 points)	
15	6/26	Final Exam: Take Home exam DUE emailed to nbolkhov@gmu.edu. Open book, open note, but no consultation with peers. DUE by midnight 6/26.	Final Submit on TaskStream of Disability Specific Paper and Presentation (30 points), and Field Observation Paper (30 points) = 60 points DUE	

## Appendix

### TaskStream Assignment Evaluation Rubric

Your paper will be evaluated based on the following rubric for accreditation purposed. Your scores here will be used for program improvement purposes and will not impact your grade in the course. However, if you “do not meet competency” in any area, you should continue to focus on this area in future coursework as this is an important competency in special education.

	<b>1 Does Not Meet Competency</b>	<b>2 Meets Competency</b>	<b>3 Exceeds Competency</b>
<b>Disability Characteristics</b>	Information on salient characteristics of the chosen disability is missing or inaccurate. Information on requirements related to identification for special education services is missing or inaccurate.	Indicates clear understanding of the salient characteristics (physical, medical, learning, and/or social/emotional as appropriate) of the chosen disability that are required for eligibility for special education services. Demonstrates understanding of legal aspects and regulatory requirements in special education (e.g., laws and regulation; evaluation issues, etc.).	Includes all criteria for “Meets Competency.” In addition, indicates an understanding of historical and/or contemporary issues related to the chosen disability.
<b>Learning Needs</b>	Information on learning needs	Indicates clear understanding of learning needs (academic, social,	Includes all criteria for “Meets Competency.”

	(academic, social, and/or behavioral as appropriate) associated with the chosen disability is missing or inaccurate.	and/or behavioral as appropriate) associated with the chosen disability. Demonstrates understanding of IEP considerations for learners with the disability (e.g., least restrictive environment; academic, social, and/or behavioral services; related services; transition needs, etc.).	In addition, indicates a clear understanding of teaching practices that are effective for students with the chosen disability.
<b>Lifespan Issues (including Impact on Family)</b>	Information on impact of the disability across the lifespan is missing or inaccurate.	Indicates clear understanding of the impact of the disability across the lifespan (e.g., IFSP, transition, post-secondary concerns, etc.).	Includes all criteria for “Meets Competency.” In addition, indicates understanding of impact on the individual’s family (e.g., family dynamics, due process, advocacy, etc.).
<b>Relationship to other Disabilities</b>	Chosen disability is not compared and contrasted with <u>2</u> other disabilities (or category of disabilities) or information presented is inaccurate.	Demonstrates understanding of range of disability categories by comparing and contrasting the chosen disability with <u>2</u> different disabilities (or disability categories: mild, severe, or sensory).	Includes all criteria for “Meets Competency.” In addition, addresses similarities and differences in teaching practices across populations.