



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

Spring 2017

EDSE 540 638: Characteristics of Students with Disabilities who Access the General Curriculum

CRN: 21156, 3 – Credits

<b>Instructor:</b> Dr. Suzanne Jimenez	<b>Meeting Dates:</b> 01/11/17 – 03/08/17
<b>Phone:</b> 571-252-1011	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> sjimene4@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm - 9:00 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Off-campus
<b>Office Location:</b> LCPS Admin building	<b>Other Phone:</b> N/A

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

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**Course Description**

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.

Notes: School-based field experience required.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

### **Advising Tip**

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

### **Course Delivery Method**

Learning activities include the following:

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

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Describe the field of learning disabilities from its origins to policies and practices of today.
2. Compare the history of education for teacher candidates/students with emotional and behavioral disorders, teacher candidates/students with learning disabilities teacher candidates/students with mild intellectual disabilities.
3. Define learning disability, emotional disturbance, and mild intellectual disabilities.
4. Describe how educators and other professionals determine the difference between normal and atypical behaviors.
5. Describe characteristics of K-12 teacher candidates/students with learning disabilities, emotional disturbances, and/or mild intellectual disabilities.
6. Compare conceptual models of behavioral deficits with three conceptual models that explain learning disabilities and/or mild intellectual disabilities.
7. Discuss the various etiologies in relation to biological, family, cultural, and school perspectives.
8. Identify various procedures and practices that motivate reluctant learners to complete class work and develop skills that build self- understanding and confidence as learners.
9. Describe and discuss a range of learning disabilities, emotional disturbances, and mild intellectual disabilities for a parent and suggest possible interventions for home and school.
10. Describe how children develop language.
11. Describe informal assessment procedures for determining knowledge and skills of children with various learning disabilities and emotional/behavioral problems.
12. Based on informal assessment procedures, design appropriate clinical teaching strategies for children with various learning disabilities and/or behavior problems.
13. Describe what an Individualized Education Program (IEP) is and how it is developed.

## **Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 3: Curricular content knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 7: Collaboration (InTASC 10).

## **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of teacher candidates/students with mild disabilities, etiology of mild disabilities, inclusionary practices. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. 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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

## **Required Textbooks**

Raymond, E. B. (2017). *Learners With Mild Disabilities: A Characteristics Approach* (5th ed.). Pearson.

## **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## **Additional Readings**

MindPlay Dyslexia Awareness and Understanding (will be provided).

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a

required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 540, the required PBA is Observation Student Profile. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## **Assignments**

### **Performance-based Assessment (Tk20 submission required)**

A comprehensive case study on a student with emotional disability, learning disability, intellectual disability, or high functioning autism will be completed. The case study should include the following components:

- Student's demographic data **(Draft 1)**
- Description of school and student's community **(Draft 1/31)**
- 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) **(Draft 1/31)**
- Educational goals and objectives, classroom accommodations **(Draft 1/31)**
- Observational information (at least two class periods of observations specifically related to student goals, objectives, and accommodations) **(Draft 2/9)**
- Parent interviews (related to education goals, objectives, accommodations, and any other relevant issues.) **(Draft 2/7)**
- Additional recommendations, educational accommodations, and/or modifications **(Draft 2/7)**
- 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? So What? What have you learned from this case study about teaching students with learning disabilities?**) **(Draft 2/7)**
- Appendices - to include student work samples, parent interview questions/answers. **(Draft 2/7)**

**CASE STUDY IS DUE March 2<sup>nd</sup>, 2013. Be prepared to present your case study**

## **College Wide Common Assessment (Tk20 submission required)**

We will review in class.

## **Performance-based Common Assignments (No Tk20 submission required.)**

Abstracts of Journal Articles (100 points)

Due Date THURSDAY, MARCH 7th, 2013

- Each student will summarize three (3) journal articles that are relevant to the needs of the student chosen for the case study. 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 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... PLEASE DO NOT USE A STUDY WHICH IS NOT INTERVENTION RESEARCH.

## **Course Policies and Expectations**

### **Attendance/Participation**

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 to earn the 10 point class participation grade for each class. Attendance, timeliness, and professionally relevant, active participation are 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. Please notify me in advance by phone or email if you will not be able to attend class.

### **Late Work**

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot class study and preparation time weekly in addition to time spent on papers and assignments. The result of late work will be the loss of 10 points per day until the assignment is received by the instructor. Individual situations will be addressed with students outside of class.

## **Grading Scale**

**95-100% = A**

**90-94% = A-**

**85-89% = B**

**80-84% = B-**

**70-79% = C**

**Below 70 = F**

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Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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## **Professional Dispositions**

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

## **Core Values Commitment**

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

## **GMU Policies and Resources for Students**

### **Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All

communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

### **Class Schedule**

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

<b>Class</b>	<b>Topics</b>	<b>After class, and before next class:</b>	<b>Bring to class/Due by this date:</b>
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<p><b>Wednesday, January 11<sup>th</sup></b> (1)</p>	<p>Registration, Introductions, and Backgrounds Cohort Structure and Questions Syllabus Review + Education Library Overview Context of Special Education Introduction- review of exceptionalities &amp; legislation</p>	<p>Chapters 1, 2 &amp;5</p>	<p>N/A</p>
<p><b>Wednesday, January 18<sup>th</sup></b> (2)</p>	<p>Overview of Students with Mild Disabilities Presentation: Child Find</p>	<p>Read Chapters 1, 2 and 5; start thinking about a student for case study assignment</p>	<p>Read Chapters 1,2 and 5</p>
<p><b>Wednesday, January 25</b> (3)</p>	<p>Access to the Curriculum, Accommodations, Modifications Online module: <b>Instructional Best Practices</b></p>	<p>Complete online module found in Course Documents on Blackboard site</p>	<p><b>Chapters 7 and 10</b> <b>Please select the student that you will use for the case study by this date.</b></p>
<p><b>Wednesday, February 1</b> (4)</p>	<p>Students with Intellectual Disabilities  <b>Field Trip:Special Education Advisory Committee meeting</b></p>	<p>Chapter 7 &amp; 10</p>	<p>Read Chapters 4, 9, &amp; 10 <b>First four sections of DRAFT case study paper DUE:</b> -Student Demographics -Description of School and Neighborhood -Student's Educational History -Student's Current Areas of Need</p>



<b>Wednesday, February 8<sup>th</sup></b> (5)	Students with Learning Disabilities, cont.	Chapters 4 & 9	Read Chapters 6, 7, & 8 <b>Last sections of DRAFT case study paper DUE::</b> -Observations -Parent Interview Summary -Student Interview Summary -Instructional Recommendations -So What -Summary and Synthesis of Case Study –References ,Appendices
<b>Wednesday, February 15<sup>th</sup></b> (6)	Students with Mild Intellectual Disabilities	Chapter 3 & 8	Read Chapter 6 & 7
<b>Wednesday, February 22<sup>nd</sup></b> (7)	Students with High Functioning Autism Writing Effective IEPs and Educational Reports Co-teaching	Chapters 6 & 7	Read Chapters 11 <b>CASE STUDY PAPER DUE</b> <b>DUE PLEASE POST YOUR CASE STUDY IN TASKSTREAM NO LATER THAN TODAY!</b>
<b>Wednesday, March 1<sup>st</sup></b>  Online Class	Issues/Perspectives  Review journal studies paper/APA format	Chapter 11	<b>Case Study Presentations</b> <b>TAKE HOME FINAL EXAM DUE NO LATER THAN 11:00 PM TONIGHT</b>
<b>Wednesday, March 8<sup>th</sup></b> (9)	<b>LAST CLASS</b> Building Family Partnerships Case Study Presentations		<b>Case Study Presentations</b> <b>JOURNAL SUMMARIES PAPER DUE</b> <b>Course Evaluations</b>

### Assessment Rubric(s)

<b>Case Study</b>	<b>Points Possible (100)</b>	<b>Points Received</b>
<b>Writing Style Mechanics/APA</b>	<b>10 points</b>	
<b>Student Demographic Information</b>	<b>10 points</b>	
<b>Description of School and Neighborhood</b>	<b>10 points</b>	
<b>Educational History</b>	<b>10 points</b>	
<b>IEP Goals and Objectives</b>	<b>10 points</b>	
<b>Parent Interviews</b>	<b>10 points</b>	
<b>Instructional Recommendations</b>	<b>10 points</b>	
<b>Summary and Synthesis</b>	<b>10 points</b>	

<b>Observational Information/Appendices (student work, etc...)</b>	<b>10 points</b>	
<b>Presentation of Case Study</b>	<b>10 points</b>	
<b>TOTAL POINTS</b>	<u>          </u> /100 <b>POINTS</b>	
<b>COMMENTS:</b>		

<b>Journal Abstracts</b>	<b>Points Possible (100)</b>	<b>Points Received</b>
<b>Writing Style/Quality</b> <b>Mechanics/APA</b>	<b>10 points</b>	
<b>Introduction to Student's Needs (based on your case study)</b>	<b>10 points</b>	
<b>Quality of Summaries</b>	<b>30 points</b>	
<b>Quality of Critiques</b>	<b>30 points</b>	
<b>Conclusion/Appropriateness of Recommendations</b>	<b>20 points</b>	
<b>TOTAL POINTS</b>	_____/100 <b>POINTS</b>	