

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

EDCD 797.005 Individuals with DisAbilities
1 Credit, Spring 2020
Saturday, February 29th and Sunday, March 1st 9:00 AM – 4:30 PM
Peterson Hall Room 1109 - Fairfax

Faculty

Name: Dr. Linn L. Jorgenson
Office Hours: By appointment
Office Location: Krug Hall Suite 202 (C&D Office)
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Prerequisites/Corequisites

Admission to the CNDV program, EDCE 603

University Catalog Course Description

Advanced topics in education

Course Overview

Individuals with Disabilities provides an overview of the DSMV definitions and characteristics associated with Intellectual Disabilities and the Autism Spectrum Disorder. The course will briefly discuss Prevalence worldwide, historical backgrounds, Models of Disability and Disability Etiquette. Additionally, educational paths and transition into adulthood for these individuals will be explored.

Course Delivery Method

This course is taught through a combination of lecture, class discussion, small group discussion, guest panelists, experiential exercises, video and other media supports.

CACREP Standards/Learner Outcomes or Objectives

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

1. Identify DSMV classification/definitions of Intellectual Disability & Autism Spectrum Disorder
2. Understand the prevalence of an Intellectual Disability & Autism Spectrum Disorder worldwide
3. Explore the historical overview of disability
4. Develop awareness of the causes of disability
5. Integrate disability etiquette into their field
6. Discuss the impact of disability related to psychological, behavioral, and educational considerations
7. Describe transition related events of an individual with a disability
8. Gain an understanding of various strategies to be used when interacting with individuals with disabilities

Professional Standards (CACREP)

Upon completion of this course, students will have met the following professional standards: EDCD 797 is a special topics course and meets the requirement that all master's students take 2- 3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

EDCD 797 fulfills the requirements of the following professional organizations:

Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy. Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Required Texts

Students will be provided with course related resources, as well as additional documents and links.

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).

- **Assignments and Examinations**

Course assignments are listed in the class schedule table on page 5 of the syllabus

- **Other Requirements**

Attendance: In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

Course Requirements: Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

	Description	Points per Class Meeting	Point Total for Class Completion
Attendance	Students are expected to arrive to class on time to receive full attendance points. A point will be deducted for every minute a student is late to class past the indicated start time.	25	50
Participation	Students are expected to actively participate in all class discussions, group work and developing panel questions in order to receive full points each class meeting.	10	20
Reflections	Students are expected to submit reflections by 11:59pm of both class meetings. Failure to submit these reflections by the deadline will receive no points.	10	20
Article Reviews	Students are expected to arrive to the first class meeting with two article reviews as outlined by the blackboard announcement. Failure to bring the article reviews to the first class meeting will result in earning 0 points.	5	10
		50 points per class	100 points total

Professional Dispositions

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

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

N/A: Not Applicable – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Class	Date	Topic(s)	Assignments
1	2/29/2020	<p>Overview of Disability:</p> <ul style="list-style-type: none"> • Prevalence worldwide • Brief historical background • Models of Disability (e.g. Moral, medical, Social....) • Disability Etiquette <p>Learners with Intellectual Disabilities:</p> <ul style="list-style-type: none"> • Definition • DSMV Classification • Prevalence • Causes • Identification: Intelligence/Adaptive Behavior • Psychological and behavioral characteristics • Educational considerations • Early Intervention • Transition into Adulthood 	<p>DUE:</p> <ul style="list-style-type: none"> - Two article reviews; please see blackboard announcement for specifics related to this assignment <p>ASSIGNED:</p> <ul style="list-style-type: none"> - Class 1 reflection submitted through blackboard by 11:59pm
2	3/1/2020	<p>Learners with Autism Spectrum Disorder:</p> <ul style="list-style-type: none"> • Definition • DSMV Classification • Prevalence • Causes • Identification: Intelligence/Adaptive Behavior • Psychological and behavioral characteristics • Educational considerations • Early Intervention • Transition into Adulthood 	<p>ASSIGNED</p> <ul style="list-style-type: none"> - Class 2 reflection submitted through blackboard by 11:59pm

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

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://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 Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. 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 “Responsible Employee,” and must report all disclosures of sexual assault, 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 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 <https://cehd.gmu.edu/students/>.