



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

Spring 2021

EDSE 241 001: Characteristics of Students with Disabilities Who Access the General Curriculum

CRN: 17830, 3 – Credits

Instructor: Anna Macedonia	Meeting Dates: 1/25/201 – 5/10/21
Phone: (Mandatory Field): N/A	Meeting Day(s): Monday/Wednesday
E-Mail: amacedon@gmu.edu	Meeting Time(s): 10:30 am – 11:45 am
Office Hours: 12-1 Wednesdays OR by appointment in person or online via Zoom/BB	Meeting Location: Planetary Hall, Room 131
Office Location: Finley 214	Other Phone: N/A

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.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Examines the academic, social, and behavioral characteristics of individuals with disabilities who access the general curriculum, including students with learning disabilities, emotional/behavioral disorders, intellectual disability, autism, and attention deficit disorder. Focuses on etiology, contributing factors, impact on life and family, the challenges of identifying students with disabilities, and the need for intensive instruction, accommodations, and support.

Course Overview

EDSE 241 focuses on the academic, social, and behavioral characteristics of individuals with disabilities who access the general curriculum and the impact these characteristics have on school, family, and life outcomes. The course examines the etiology, contributing factors, identification process, and required intensive instruction of these disabilities.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Would you like the opportunity to work on campus with students with special needs? The LIFE Program (<http://masonlife.gmu.edu/>) is an innovative post-secondary program at Mason for young adults with intellectual and developmental disabilities who desire a university experience in a supportive academic environment. A variety of employment opportunities are available.

Course Delivery Method

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

This course is scheduled to be 100% face to face. However, students have the option of participating synchronously online. To access information and content related to the course, you will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 22nd, 2021.

Under no circumstances, may students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course online, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- We will use other learning technologies (i.e. GoogleDocs, Google Forms, Padlet, JamBoard, Coogler) to participate in various learning activities throughout the semester.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

Course Week: Class sessions will take place on Mondays and Wednesdays from 10:30-11:45 a.m. Asynchronous activities (if added by the instructor) will typically be available after our synchronous meetings. Interim deadlines will be added at the discretion of the instructor to encourage discussion and engagement.

Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least two times per week. In addition, students must participate in person or log-in for all scheduled class sessions.

Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload: Please be aware that this course is **not self-paced**. Students are expected to meet **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Etiquette/Netiquette: The course environment is a **collaborative** space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. The following is a list of suggestions for interacting with others online:

- Re-read your responses before you post, so others do not consider them as personal offenses.
- Be positive in your approach to others and be diplomatic with your words.
- Remember, you are not competing with one another. You are sharing information and learning from one another.
- Assume good intentions. Err on the good side of all contributors.

Accommodations: Learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

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

1. State the federal definitions of various disabilities including learning disability, emotional disability, other health impairment, intellectual disability, and autism spectrum disorder.
2. Describe the history and evolution of these disability categories.
3. Describe the characteristics of individuals with these disabilities and
 - a. Age-span and developmental issues;
 - b. Levels of severity;
 - c. Cognitive functioning;
 - d. Language development;
 - e. Emotional and behavioral adjustment;
 - f. Social development;
 - g. Medical aspects;
 - h. Cultural, ethnic, and socio-economic factors.
4. Describe how educational environments impact students with disabilities, including the concept of multi-tiered systems of support and least restrictive environment.
5. Identify motivational factors that build self-understanding and confidence of individuals with disabilities who access the general curriculum.
6. Define and describe Explicit Instruction and its components, including opportunities to respond, scaffolding, specific feedback, modeling, guided practice, and independent practice.
7. Identify the educational implications of the characteristics of disabilities.
8. Identify the career and lifelong implications of the characteristics of students with disabilities who access the general curriculum.

9. Summarize the similarities and differences between students with disabilities and their nondisabled peers.
10. Describe the role of the special education teacher in programs for students who access the general curriculum.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2).

Required Texts

Raymond, E. B. (2017). *Learners with mild disabilities: A characteristics approach* (5th ed.). Pearson.

Archer, A.L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. Guilford Press.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Additional Readings

Available on Blackboard

Course Performance Evaluation

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

VIA 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 VIA (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 VIA.

For EDSE 241, the required PBA is Case Study Report. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

Case Study Report (100 points): Given documents, work samples, and teacher reports, each student will develop a case study report of a student with a high-incident disability. The report will include four sections: (a) demographic and background information, (b) educational history, goals, objectives, and accommodations, (c) school and classroom information, and (d) synthesis. The synthesis will focus on the similarities and differences between the case study student and course information, citing specific texts and experiences. The grading rubric is attached in Appendix A.

**College Wide Common Assessment
(VIA submission required)**

Not applicable

Other Assignments

Chapter Checkpoints (12 @ 5 points each): For each of the assigned course text chapters in Raymond (2017) and Archer and Hughes (2010), students will have quiz or “checkpoint” on the chapter content. The purposes of the checkpoints are to:

- guide reading
- assist in review of chapter Learning Outcomes (stated at the beginning of each chapter)
- highlight for the student areas of overall mastery of chapter concepts, and
- identify those concepts needing further study and review.

Case Study Discussion Questions (35 points): For the first four Case Study discussions (Charlene, Gavin, Allison, and Sammy), students will be assigned the discussion questions provided at the end of the narrative. The purpose of the discussion questions is to apply evidence from the text regarding content and applying it specifically to each case study. These exercises will provide multiple opportunities to build confidence and competence in preparation for the Case Study Report.

Case Study Discussion (10 points): Each student will be assigned a case study from the Raymond text. On the scheduled course meeting date for the case study, the student will be required to conduct a small group session to discuss the case, identify the characteristics of the student that match the high-incidence disability discussed in class, and describe potential educational implications of the characteristics. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Lab Experiences and Reflection (3 @10 points each): Throughout the semester, there will be three lab experiences, including interviewing special education teachers, observing classrooms, watching simulations, and the like. The lab experiences will take place during class time and students will write a guided reflection on the experience for submission by the next class session.

Microteaching (2 @10 points): For this assignment, students will be assigned a small group and will teach a sample lesson from the Archer and Hughes (2011) text to the group. An assignment description and grading rubric will be posted on Blackboard and discussed in class.

Professionalism and Participation (28 @ 3 points each): Attendance, punctuality, and active participation during each class session and assigned activities are expected. For each session, students will earn for the following expectations:

- **Attendance:** Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy for more detailed information.
- **Participation and Professional Behavior:** Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional integrity, quality, and in a timely manner. Students are expected to read all assigned reads prior to class and to actively participate in discussions and activities during class sessions.
- **Personal Reflections:** At the conclusion of each class session, the professor will allocate approximately five minutes for students to compose a brief “take away” statement relating to that evenings class. Start by noting something you learned, were struck by, wish to know more about, etc. Then explain why what you are writing is of importance to you. This is to be completed in Blackboard before signing off the class session.

Course Policies and Expectations

Assignment Summary: Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments, not the level of effort you put into them.

Assignment:	Points Possible:
Chapter Checkpoints	60 points
Case Study Discussion Questions	35 points
Case Study Discussion	10 points
Microteaching	20 points
Lab Experiences and Reflection	30 points
Participation and Professionalism	84 points
Case Study Report	100 points
Total Points Possible: 339 points	

Attendance/Participation: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the [Attendance Policies](#) for detailed expectations. Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard/online learning technologies) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

Late Work: To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5%-point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a potential problem or emergency with submitting your work on time.

Grading Scale

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

Class Schedule

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

Week		Topics	Readings Due	Assignments Due
1	1/25	<ul style="list-style-type: none"> • Introductions • Establish Norms • Course Overview and Syllabus Review 	Raymond Chapter 1	Introduction Survey via Qualtrics (sent via email)
	1/27	Introduction to High Incidence Disabilities	Raymond p.30-42; 50-61	Ch.1-3 Checkpoint on BB
2	2/1	<ul style="list-style-type: none"> • Cognitive and Perceptual Characteristics 	Raymond Chapter 9	Ch. 9 Checkpoint
	2/3	<ul style="list-style-type: none"> • Case Study discussion 	Charlene, p. 206-207	Discussion questions p. 207
3	2/8	<ul style="list-style-type: none"> • Language Characteristics 	Raymond Chapter 10	Ch. 10 Checkpoint
	2/10	Case Study discussion	Gavin, p. 233	Discussion questions p. 235
4	2/15	<ul style="list-style-type: none"> • Academic Learning Characteristics 	Raymond Chapter 11	Ch. 11 Checkpoint
	2/17	<ul style="list-style-type: none"> • Case Study Discussion 	Allison, p. 262-263	Discussion questions p. 263
5	2/22	<ul style="list-style-type: none"> • Social-Emotional Characteristics 	Raymond Chapter 12	Ch. 12 Checkpoint
	2/24	<ul style="list-style-type: none"> • Case Study discussion 	Sammy, p. 290-293	Discussion questions p. 293
6	3/1	<ul style="list-style-type: none"> • LAB 1 	N/A	N/A
	3/3	<ul style="list-style-type: none"> • Learners with Intellectual and Developmental Disabilities 	Raymond Chapter 4	<ul style="list-style-type: none"> • Ch. 4 Checkpoint • LAB 1 Reflection
7	3/8	<ul style="list-style-type: none"> • Case Study discussion 	Donald, p. 95	Case Study Report section 1 draft due
	3/10	<ul style="list-style-type: none"> • Learners with learning disabilities 	Raymond Chapter 5	Ch. 5 Checkpoint
8	3/15	<ul style="list-style-type: none"> • Learners with learning disabilities 	Raymond Chapter 5	N/A
	3/17	<ul style="list-style-type: none"> • Case Study discussion 	Grace, p. 112	Case Study Report section 2 draft due

Week		Topics	Readings Due	Assignments Due
9	3/22	• LAB 2	N/A	N/A
	3/24	• Learners with emotional or behavioral disorders	Raymond Chapter 6	• Ch. 6 Checkpoint • LAB 2 Reflection
10	3/29	• Case Study discussion	Carter, p. 134	Case Study Report section 3 draft due
	3/31	• Learners with difficulties in attention, communication, and physical functioning	Raymond Chapter 7	Ch. 7 Checkpoint
11	4/5	• Case Study discussion	Frank, p. 155	N/A
	4/7	• Learners with autism spectrum disorder	Raymond Chapter 8	Ch. 8 Checkpoint
12	4/12	• Case Study discussion	Sarah, p. 172	Case Study Report section 4 draft due
	4/14	• LAB 3	N/A	N/A
13	4/19	• Designing lessons in skills and strategies	Archer and Hughes Chapters 1 & 2	• Archer and Hughes Ch. 1 & 2 Checkpoint • LAB 3 Reflection
	4/21	• Microteaching	N/A	Microteaching (Application 2.3 p. 41 and application 2.4 p. 44)
	4/26	• Designing lessons in vocabulary and concepts	Archer and Hughes Chapter 3	Archer and Hughes Ch. 3 Checkpoint
	4/28	• Microteaching • Course Wrap Up	N/A	• Microteaching (Figure 3.2 p. 78 and Figure 3.3 p. 80) • Case Study Report

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services \(https://ds.gmu.edu/\)](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 either Tk20 or VIA should be directed to <https://cehd.gmu.edu/aero/assessments/>
- Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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 the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus).**
- For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Grading Rubric: Case Study Report

Criteria	Earned Points	Possible Points
Report		
Demographic and Background Information <ul style="list-style-type: none"> • Etiology and diagnosis • Medical conditions • Social-emotional characteristics • Typical and atypical characteristics • Educational implications of these characteristics 		20
Educational history, Educational goals, Objectives, and Accommodations <ul style="list-style-type: none"> • Summary of goals, objectives, and accommodations • Educational history (to include previous schools, previous evaluations) 		20
School and Classroom Information <ul style="list-style-type: none"> • Description of school and classroom setting • Least restrictive environment necessary/recommendation 		10
Synthesis <ul style="list-style-type: none"> • Summarize all pertinent information • Provides comprehensive synthesis of characteristics compared with non-disabled peers • Social and educational implications of these characteristics • Impact of characteristics outside of school 		30
Writing <ul style="list-style-type: none"> • Writing mechanics and format • Inclusion of/citation of course and additional materials in APA format 		10
Drafts <ul style="list-style-type: none"> • Drafts turned in on time 		Up to 10 points
Total Points:		100