



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

Fall 2024

EDSE 540 691: Characteristics of Students with Disabilities who Access the General Curriculum  
CRN: 84296; 3 – Credits

<b>Instructor:</b> Dr. Shanna Takacs	<b>Meeting Dates:</b> 9/10/24 – 11/12/24
<b>Phone:</b> (703) 785-0311	<b>Instructional Method:</b> Mix of face-to-face meetings and online instruction. See the face-to-face meeting dates below. All other meeting dates will be synchronous online video meetings supplemented by asynchronous online coursework, or purely asynchronous.
<b>E-Mail:</b> stakacs@gmu.edu	<b>Face-to-face Meeting Dates &amp; Time:</b> Tuesday (9/10; 9/17; 10/8; 10/29) 4:45 pm – 8:45 pm
<b>Office Hours:</b> by appt	<b>Meeting Location:</b> Off-campus

**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 their LMS.**

**If you are unable to attend face-to-face sessions, speak with your advisor about moving your face-to-face coursework to a future semester and determining if you can take an online course offering.**

**Prerequisite(s):** None

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

**Course Description:** Examines the characteristics of students with mild disabilities. Focuses 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: Field experience required.

**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 [spced@gmu.edu](mailto:spced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**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://education.gmu.edu/special-education/advising/>.

## 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 your LMS

This course will be delivered hybrid (2 – 49 % online) using both synchronous and asynchronous format via Mason’s Learning Management System (LMS). There will also be face-to-face class meetings. You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on September 6, 2024.

To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

Under no circumstances, may candidates/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, students will need to satisfy the following technical requirements:

- High-speed internet access with updated browsers.
  - [Blackboard Learn](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support) supported browsers: [https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
  - [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Note that 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.

## Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday, and finish on Monday night at 11:59pm.
- Log-in Frequency: Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least three (3) times per week.
- 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 using all course technology. Students that struggle 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 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 the meeting, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

### **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 students with emotional and behavioral disorders, students with learning disabilities 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 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.

**Professional Standards:** (Council for Exceptional Children [CEC] and the 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); 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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

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

### **Required Texts**

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

Archer, A. L., & Hughes, C. A. (2010). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press. (Chapters 1-3 for this class; you will use this book again for another class)

### **Recommended Texts**

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

**Course Performance Evaluation:** Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, 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/SLL (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/SLL.

For EDSE 540, the required PBA is Observation Student Profile. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

### **Assignments and/or Examinations**

**Performance-based Assessment (VIA submission required):** The required assignment for this course is the development of an *Observational Student Profile* about a student with disabilities who accesses the general curriculum.

Assignment 1: Observation Student Profile (40 points)

**College Wide Common Assessment (VIA submission required):** None

### **Field Experience Requirement**

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email about your assigned placement from the Clinical Practice Coordinator in the College's Office of Teacher Preparation. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. If you complete your field experience at a placement arranged by GMU, towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

## **Other Assignments**

### **Assignment Summary**

Assignment 1: Observation Student Profile (40 points)

Assignment 2: Academic Intervention and Explicit Instruction Presentation (20 points)

Assignment 3: Complete one online Learning Expansion Module (15 points)

Assignment 4: Video Reflection (15 points)

Assignment 5: Attendance and Participation (10 points)

## **Assignment 1: Observation Student Profile (40 points)**

### **Part I: Demographic and Background Data**

1. Select a student with exceptional learning needs who accesses the general curriculum that you would like to study. Verify with school officials that you have permission to access confidential records for that student and that you may contact the student's parents or guardians. If you do not have access to a student with exceptional learning needs, his/her records, or to parents, please talk with your instructor.
2. Create a pseudonym to use throughout your project. (It is of the utmost importance that the identity of the student remains confidential. If school officials or parents ask, your student profile will be evaluated by your instructor and will be posted to VIA, Mason's accreditation database. This database is password protected and is only used as a repository for student artifacts. Information from the database is never available for public view.)
3. Provide a thorough description of your student, including:
  - a. Demographic information,
  - b. Disability and etiology,
  - c. Any medical conditions that exist,
  - d. Psychological and social-emotional characteristics, and
  - e. Any other information relevant to the student's academic success (ex. frequent moves, significant family issues). Don't include educational history (included in Part II.)
4. Identify and provide examples of the skills/characteristics of the student that are (a) similar to peers (typical growth and development) and (b) skills/characteristics that are dissimilar (atypical).
5. Identify the educational implications of the characteristics in C and D.

### **Part II: Educational History, Goals, Objectives, and Accommodations**

1. Describe your student's educational history, including
  - a. Schools attended,
  - b. Reason for initial referral,
  - c. Pre-referral interventions (if available),
  - d. Results of multidisciplinary evaluation,
  - e. Special education classification,
  - f. Description and location of educational service provision, and
  - g. Related services provided.
2. From the student's IEP, summarize or state the educational goals and objectives and identify the classroom accommodations.
3. Describe the impact of your student's academic and social abilities, attitudes, interests, and values on instruction and career development. Does your student's disability have an impact on auditory and information processing skills? If so, describe.
4. Evaluate how the levels of support correspond to the needs of the individual.

### **Part III: School and Classroom Information**

1. Give a description of your student's school, including
  - a. Demographics of students,
  - b. Staffing
  - c. Continuum of services for students with exceptional learning needs.
  - d. Anything else you feel is important to include

2. Describe your student's educational placement. What special education and general education services are provided? In what locations or ways are the services provided?
3. Evaluate how this placement is the Least Restrictive Environment to address the student's specific skills and characteristics, as described in Part I.
4. Describe the classroom(s) in which the student participates, including
  - a. Number of students and teachers/adults
  - b. Content area
  - c. Curriculum standards used

#### Part IV: Student Observation

Observe the student for at least two class periods

1. Summarize your observations, including
  - a. Content area,
  - b. Teachers and service providers involved,
  - c. Length of observation,
  - d. Placement of student in classroom,
  - e. Interactions of student with teacher(s) and other students,
  - f. Learning activities, and
  - g. Level of engagement of student with activities.
2. Describe how the observation aligned with the student's IEP (goals, objectives, accommodations)
3. Describe the effects the student's exceptional condition(s) appears to have on his/her school life.
4. Consider your bias and how it may affect your perception of the classrooms during observations.

#### Part V: Related Personnel or Family Member Interview

Interview at least one of your student's parents/guardians, family members, or professionals (i.e., teacher, counselor, service provider) who is knowledgeable of the student's goals and needs.

1. Begin your interview with questions about the family, focusing on developing a collaborative relationship. Ask questions that gather information about the family system and the role of family in the student's development and education, respecting differences across families.
2. Ask the parents about their child's educational goals, objectives, and accommodations. What was the process used in developing these? Did they feel they had a role in their development? Do they think the goals, objectives, and accommodations are appropriate and will benefit their child?
3. Special educators need to communicate effectively with families of students with exceptional learning needs from diverse backgrounds. Please consider the following as you speak with the parents:
  - a. Ways in which you can foster a respectful and beneficial relationship with the family within the bounds of ethical practice.
  - b. Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
  - c. The potential impact of differences in values, languages, and customs between your student's home and school lives.
  - d. Approach to demonstrating respect for variations in beliefs, traditions, and values across and within cultures. Also consider the effect of these variations on the relationships

- among individuals with exceptional learning needs, their family, and school personnel.
- e. Include a statement about how you addressed these items with specific examples.

Part VI: Summary, Synthesis and Recommendations

1. Summary- Write a brief, one paragraph summary (referring to relevant pages in your case study as necessary) of your student including all pertinent information obtained throughout the observations, interviews and background information review. Provide enough detail that a stranger could walk into the classroom and identify your student from your summary alone.
2. Synthesis- Compare your student’s characteristics with those described in the textbook or other course readings for a student with that specific exceptional learning need. How are they similar and different? Are the described implications similar or different? How do your student’s characteristics compare to typical development? Provide specific examples.
3. Recommendations- Given the information you have compiled about your student and your learning from the course,
  1. Do you think your student is receiving appropriate services and supports? Why?
  - b. If you could provide recommendations to the IEP team about effective instruction to match the characteristics of your student, what would they be? Why?
4. Final reflection- Provide your final thoughts
  - a. How did your personal cultural biases and differences affect your interactions with this student and his/her family during this student profile process?
  - b. How did this assignment help you better understand the needs and complexities of a student with exceptional learning needs?
  - c. Appendix (required)
  - d. Include student work samples relevant to your case study specifics, parent interview questions and answers. Other relevant materials may be included but are optional.

**Assignment 2: Academic Intervention and Explicit Instruction Presentation (20 points)**

Please summarize one intervention research study that is relevant to the needs of your student from your case study. You will then teach a lesson utilizing Explicit Instruction. Plan for 10ish minutes in length.

Articles must be from peer reviewed published journals, preferably a useful teaching strategy or intervention. Please include the following:

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1. Article Title                     | 7. Length of intervention      |
| 2. Area targeted                     | 8. Materials                   |
| 3. Rationale of article              | 9. Type of assessments used    |
| 4. Description of intervention       | 10. Results                    |
| 5. Description of student population | 11. Researcher’s Discussion    |
| 6. Methods                           | 12. Connection to your student |

**Assignment 3: Complete one online Learning Expansion Module (15 points)**

You need to submit the answers to the challenge, wrap-up and assessment questions as evidence of completing the module. These modules will help expand your understanding and provide practical information on topics related to class. You will need a computer to access this content.



## Module Outline

- Universal Design for Learning
  - <http://iris.peabody.vanderbilt.edu/module/ud/>
- Differentiated Instruction: Maximizing the Learning for All Students
  - <http://iris.peabody.vanderbilt.edu/module/di/>
- Providing Instructional Supports: Facilitating Mastery of New Skills
  - <http://iris.peabody.vanderbilt.edu/module/sca/>
- Assistive Technology an Overview
  - <https://iris.peabody.vanderbilt.edu/module/at/>

About the IRIS CENTER: Funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP), the IRIS Center is headquartered at Vanderbilt University in Nashville, TN, and Claremont Graduate University in Claremont, CA. Our primary objective is to create and infuse resources about evidence-based practices into preservice preparation and professional development programs. To facilitate this process, IRIS disseminates and offers trainings on those resources. Developed in collaboration with nationally recognized researchers and education experts, IRIS resources are designed to address instructional and classroom issues of great importance to today’s educators. IRIS resources are used in college instruction, PD activities, and independent learning opportunities for practicing educators.

### **Assignment 4: Video Reflection (15 points)**

Students will select and view a video describing the life experiences of an individual with a disability or the family member of an individual with a disability. Students will complete a structured written reflection related to the video. A suggested list of videos will be provided on Blackboard.

**Student Evaluations of Teaching:** The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### **Course Policies and Expectations**

**Attendance/Participation:** Students are expected to attend all classes, arrive on time, stay for the duration of class, and complete all assignments. 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 be recreated outside of the class session. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up. Please notify me in advance by email if you will not be able to attend class. You will receiving a failing grade if you miss more than three (3) classes.

**Late Work:** All assignments are due on the dates indicated. Please talk with me if you need an extension. In fairness to students who make the effort to submit papers on time, one (1) point per day will be deducted from your assignment grade for late papers unless I have agreed to an extension. Maximum extension is one week. Please retain a copy of your assignments in addition to the one you submit.

**Other Requirements:** This is a 3-credit graduate level course. Three-credit courses across a 15-week semester require an average of 45 hours of in-class time and approximately 90 hours of independent reading and assignment completion. Be prepared to put in that amount of time into this class and plan your schedule accordingly.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased– meaning that you must support statements and ideas with evidence from these sources, citing these sources. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* ([www.apastyle.org](http://www.apastyle.org)). Specifically, the final version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled “Recommended Texts”. For an online resource, see [www.apastyle.org](http://www.apastyle.org).

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/>

**Communication:** The most efficient way to contact me is via email. I will respond within 24 hours during the week. Please do not email me an hour before an assignment is due and expect a response. If you would prefer to meet with me, please do not hesitate to contact me.

### **Grading Scale**

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

**\*Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards](http://academicstandards.gmu.edu/) (<http://academicstandards.gmu.edu/>) and [GMU Catalog - Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>) Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

### **Professional Dispositions**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide](https://cehd.gmu.edu/current-students/cehd-student-guide) (<https://cehd.gmu.edu/current-students/cehd-student-guide>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in

special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator.

### **Use of Generative AI**

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

## Class Schedule

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

Highlighted dates indicate in-person meetings

Date	Topic	Readings	Assignments due by 4:30pm
9/10	Introduction <ul style="list-style-type: none"> <li>• Professionalism and Ethics Video               <ul style="list-style-type: none"> <li>○ 15 min</li> </ul> </li> <li>• Syllabus and course overview</li> <li>• Review assignments</li> <li>• Questionnaire</li> <li>• Begin discussion of disabilities               <ul style="list-style-type: none"> <li>○ Assessment and identification</li> </ul> </li> <li>• Review how to search for intervention research articles</li> </ul>	Raymond 1 & 2	Introduction questionnaire
9/17	Instruction and Placement Foundations for Explicit Instruction	Raymond 3 A & H 1	Case study student identified
9/24	Who are the Learners with Mild Disabilities? <ul style="list-style-type: none"> <li>• Path to Eligibility</li> <li>• Intellectual Disabilities</li> <li>• Specific Learning Disabilities</li> </ul>	Re-read Raymond 2 Raymond 4 & 5	Interviews arranged; Observations arranged
10/1	Online class- Designing Lessons Complete one online IRIS Center Learning Expansion Modules	A & H 2	IRIS Learning Expansion Module uploaded to BB
10/8	Who are the Learners with Mild Disabilities? <ul style="list-style-type: none"> <li>• Emotional Disabilities</li> <li>• Other Health Impairment (ADHD)</li> </ul>	Raymond 6 & 7	Case study checkpoint
10/15	Language Characteristics	Raymond 10 A & H 3	School and student demographic information done
10/22	Workday- finish up your papers and prepare for your presentation	Raymond 8	Observation done  Case study check point  Video reflection due
10/29	Who are the Learners with Mild Disabilities? <ul style="list-style-type: none"> <li>• Autism</li> <li>• Disability Comparison</li> </ul>	Raymond 8	Teacher/parent interview done
11/5	Academic Learning Characteristics <ul style="list-style-type: none"> <li>• Specific Identifiers</li> <li>• Considering other Factors</li> </ul>	Raymond 11 & 12	Case study due- Upload to VIA
11/12	Academic Intervention and Explicit Instruction Presentation		

## CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture](https://cehd.gmu.edu/about/culture/) (<https://cehd.gmu.edu/about/culture/>)

## GMU Policies and Resources for Students

### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - o [Blackboard Learn](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/): <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see:
  - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
  - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 the [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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**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/).**

**Diversity and Inclusion Statement:** The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

## Appendix

### Assignment 1: Observation Student Profile Rubric (40 points)

	Requirements	Points
<b>Part I: Demographic and Background Data</b>	<p>Candidate discusses the demographic &amp; background related to the student inclusive of all of the below:</p> <ul style="list-style-type: none"> <li>○ etiology and diagnosis,</li> <li>○ medical, psychological and social-emotional</li> <li>○ effect these conditions have on the student's life.</li> </ul> <p>Candidate discusses skills and typical/atypical human growth characteristics of the learner.</p> <p>Candidate uses nonbiased language that is sensitive to the culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of the learner to describe his/her background information.</p> <p>Candidate describes the educational implications of the characteristics of the learner's exceptionality and the impact of the learner's exceptional learning needs on the learner, their family, and society.</p>	____/8
<b>Part II: Educational History, Educational Goals, Objectives, and Accommodations</b>	<p>Candidate summarizes the student's educational goals, objectives, accommodations and the impact of his/her social abilities, attitudes, interests, and values on instruction and career development (if applicable).</p> <p>Candidate shares the educational history, to include:</p> <ul style="list-style-type: none"> <li>○ the educational implications of the characteristics of the learner's exceptionality and</li> <li>○ the effect a learner's exceptionality can have on his or her life.</li> </ul> <p>Candidate describes the student's educational history, to include how primary language, culture, and familial backgrounds contribute to the student's exceptional condition, academics and life options.</p> <p>Candidate describes the impact the learner's disability has on auditory and/or information processing skills and relates levels of support to the needs of the individual.</p>	____/6

	<b>Requirements</b>	<b>Points</b>
<b>Part III: School and Classroom Information</b>	<p>Candidate describes the school and classroom setting in the greater context of</p> <ul style="list-style-type: none"> <li>○ organizations in collaboration with special education and</li> <li>○ the continuum of placement and services available for students with mild to moderate exceptional learning needs.</li> </ul> <p>Candidate evaluates the environmental context in terms of how well the teacher has integrated the principles of normalization and concept of least restrictive environment.</p> <p>Candidate describes how the environment’s adaptations impact the quality of learning opportunities for learners with mild to moderate exceptionalities and determines whether or not optimal learning opportunities are being provided.</p>	___/6
<b>Part IV: Student Observation</b>	<p>Candidate describes the relationship between their observations and the learner’s goals, objectives, and accommodations and describes the effects the learner’s exceptional condition(s) appears to have on his or her life.</p> <p>Candidate summarizes their observation experiences inclusive of an analysis of how their personal cultural biases and differences might affect their observation or teaching.</p>	___/6
<b>Part V: Parent Interview</b>	<p>Candidate collaborates with and interviews family who has knowledge of the learner in a culturally responsive way, to include their understanding of legal and ethical considerations.</p> <p>The candidate shows evidence of collecting data on the family system and its role in the student’s development/education.</p> <p>Candidate shows evidence of collecting data on the perceived impact of differences in values, languages, and customs between the learner’s home and school lives and the effect of these variations on the relationships among individuals with exceptional learning needs, their family, and school personnel. Family input and concerns are documented.</p>	___/4



	<b>Requirements</b>	<b>Points</b>
<b>Part VI: Summary, Synthesis and Reflection &amp; Additional Recommendations</b>	<p>Candidate provides recommendations, educational accommodations, and/or modifications for the learner with mild to moderate exceptional learning needs.</p> <p>The candidate demonstrates, through their recommendations, their ability to serve as an advocate for appropriate services for individuals with exceptional learning needs and a high level of commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</p> <p>Candidate summarizes all pertinent information inclusive of observations, interviews and background information and offers a comprehensive synthesis of</p> <ul style="list-style-type: none"> <li>○ their learner’s characteristics as compared with typical and atypical learners,</li> <li>○ the social and educational implications of these characteristics</li> <li>○ the effect the exceptionality has on the learner’s life.</li> </ul>	___/6
<b>Writing Mechanics and Format</b>		___/4
	<ul style="list-style-type: none"> <li>• TOTAL</li> </ul>	___/40

**Assignment 2: Academic Intervention and Explicit Instruction Presentation Rubric (20 points)**

<b><u>Components</u></b>	<b><u>0 Points</u></b>	<b><u>1 Point</u></b>	<b><u>2 Points</u></b>	<b><u>3 Points</u></b>	<b><u>Total</u></b>
Rationale of Intervention	Review does not include a rationale of the intervention.	Review contains a limited discussion of the rationale.	Review does not thoroughly discuss the background and rationale of the intervention.	Review contains purpose of the intervention and describes the problems the intervention intends to solve.	___/3
Description of Intervention	Review does not describe the intervention.	Review contains a limited discussion of the intervention.	Review includes some discussion of the intervention but omits critical details.	Review contains a description of the intervention (program or tool) that was used in the study	___/3
Methods	Review does not contain methods of the research study.	Review contains limited discussion of the methods.	Review contains some information about the methods, but omits length, materials, or assessments used.	Review includes details regarding the length of intervention, materials, and assessment used.	___/3
Student Population	Review does not contain demographic information of the participants.	Review includes limited demographic information of the participants.	Review does not provide detailed description of the participant demographics.	Review provides a detailed demographics description from participants within the study.	___/3
Results and Reflection	Review does not contain a synthesis of the results and student reflection.	Review contains a limited synthesis of the results and limited reflection.	Review contains some results and a reflection but omits data.	Review contains description of the results and includes data and student opinion of the intervention.	___/3
Presentation	Presentation presents minimal information about article. 0-3 points	Presentation includes some information about article. 4-6 points	Presentation includes most information but omits some data. 7-8points	Thorough presentation of article and intervention. 9-10 points	___/10
				Total	___/25

**Assignment 4: Video Reflection (15 points)**

Description: A film analysis is not a review or summary of the plot, it goes deeper into analysis and reaction. Please use appropriate APA

Requirements	Points
<p><u>Introduction Paragraph</u> - Provide basic information about the movie and a sense of what your review will be about. Include:</p> <ol style="list-style-type: none"> <li>1. Brief introduction to the movie.</li> <li>2. Title and Director</li> <li>3. Publication Information: year released, length of movie</li> <li>4. Genre-i.e. comedy, animated, drama</li> <li>5. Movie's thesis / theme / purpose</li> </ol>	____/3
<p><u>Body</u>- There are two main sections. The first is an explanation of what the movie is about. The second is your opinions about the movie and how successful it is with examples used to support your opinion.</p> <p><u>Explanation</u> – Summarize the plot, introduce the main characters, describe the setting, and identify the point of the movie. Don't give too much away, but include the following:</p> <ol style="list-style-type: none"> <li>1. Opening</li> <li>2. Plot</li> <li>3. Specific things you noticed to enhance the plot.</li> </ol>	____/3
<p><u>Analysis and Evaluation</u>- Analyze or critique the movie. Write about your own opinions; just be sure that you explain and support them with examples. Connect this movie to what we have learned in class. Some questions you might want to consider:</p> <ol style="list-style-type: none"> <li>1. How did the director achieve his or her purpose?</li> <li>2. Is the acting / writing / music effective, powerful, difficult, beautiful?</li> <li>3. What are the strengths and weaknesses of the movie?</li> <li>4. What is your response? Did you find it interesting, moving, etc.? Why?</li> <li>5. Would you recommend it to others? Why or why not?</li> </ol>	____/3
<p><u>Conclusion</u>- In the conclusion you want to synthesize the movie, your impression the movie left you with, or emphasize what you want your reader to know about it.</p>	____/3
<p><u>Additional Details</u></p> <ol style="list-style-type: none"> <li>1. APA style and free of spelling/grammatical errors</li> <li>2. Written in a logical and coherent manner and easy to read.</li> <li>3. Proofread it before turning it in.</li> </ol>	____/3
<b>Total</b>	____/15