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

Summer 2013
EDSE 547 XS4: Medical and Developmental Risk Factors for Children with Disabilities
CRN: 42338, 3 - Credit(s)

Host University	Participating Universities
George Mason University: *see above*	**Radford University:** *EDSP 663 Characteristics of Students with Severe Disabilities* **Virginia Commonwealth University:** *EDSP 663 Characteristics of Students with Severe Disabilities* **Norfolk State University:** *SPE 523: Attributes and Medical Condition Associated with Disabilities*

Instructor: Dr. Cornelia Izen	**Meeting Dates:** 05/20/13 - 08/09/13
Phone: 703-993-5736	**Meeting Day(s) and Time(s):** T 7:20 pm-10:00 pm Face to Face on 5/28 & 7/9 & synchronously online on 6/18.
E-Mail: cizen@gmu.edu	
Skype Name: neiaizen	
Office: 203A Finley Building, Fairfax Campus	**Meeting Location:** Off-campus Building, KA 103 & Internet
Office Hours: by appointment	

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

Course Description
Examines nature and causes of disabling or special health conditions. Covers screening and evaluation techniques, characteristics, and educational implications.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
[Instructors, please revise in accordance with your specific course format]
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

Learner Outcomes
The following Virginia Department of Education competencies will be addressed by this course as they relate to students with severe disabilities (Special Education Adapted Curriculum K-12)
-Human growth and development (birth through adolescence). Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences. The interaction of children with individual differences -- economic, social, racial, ethnic, religious, physical, and mental -- should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to but not limited to attention deficit disorders, substance abuse, child abuse, and family disruptions.
-An understanding and application of service delivery, curriculum, and instruction of students with disabilities including: -Use of technology to promote student learning; and -Structure and organization of general education classrooms and other instructional settings representing the continuum of special education services.
-Knowledge and understanding of the characteristics, learning and support needs of K-12 students with disabilities whose cognitive impairments or adapted skills require adaptations to the general curriculum. This includes intellectual disabilities, developmental delay, autism, multiple disabilities, traumatic brain injury and the emotional, social, neurobiological, linguistic, medical, and educational aspects of severe disabilities based upon current research, best practice and legal considerations;
-Child abuse recognition and prevention, and issues and strategies unique to working with students with disabilities.

Required Textbooks

Collins, Belva (2007). Moderate *and severe disabilities: A foundational approach*. Upper
    Saddle River, NJ: Pearson. (ISBN: 0-13-140810-0)

Recommended Textbooks

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

Required Resources

Any additional resources will be posted on Blackboard.

Additional Readings

Any additional readings will be posted on Blackboard.

Course Relationship to Program Goals and Professional Organizations

This course is part of The Virginia Consortium for Teacher Preparation in Severe Disabilities, a
grant from the Virginia Department of Education that includes George Mason University,
Virginia Commonwealth University, the University of Virginia, Radford University, and Norfolk
State University. Through the completion of the SD Consortium program, students are eligible
for teacher licensure in the Commonwealth of Virginia in the area of Special Education –
Adapted Curriculum K-12. This program complies with the standards for teacher licensure
established by the Council for Exceptional Children (CEC), the major special education
professional organization. The CEC Standards are listed on the following website:
http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStanda
rds/.

SD CONSORTIUM SYLLABUS STATEMENTS AND POLICIES

Honor Code

Each university has its own honor code and it is important for you to review the honor code at
your university. However, all students taking this course, regardless of the university they are
enrolled in, are expected to follow this honor code and also to pledge all assignments and their
exam to indicate that they have followed the honor code. A pledge means that you have not
cheated or plagiarized, nor have you given or received assistance that violated the description of
how assignments are to be completed for this course. The shortened version may be used:
"Pledged" followed by the date and your full name (typed "signatures" will be OK for
assignments/tests submitted electronically).
A complete copy of each university's Honor System document is available through
GMU: http://mason.gmu.edu/~montecin/plagiarism.htm
VCU: www.students.vcu.edu/rg/policies/rg7honor.html.

UVA: http://www.virginia.edu/honor/
Radford: http://www.radford.edu/~dos-web/handbook02-03/Honor_Code.pdf
NSU: http://www.nsu.edu/student_judicial/policy.html

Accommodations for Disability
At all the participating universities, accommodations can be made with the instructor if a student has a disability. If this is relevant to you, please contact me on the first night of class (can be through email) and indicate both what the disability is and how your university has made accommodations for you in the past. I will discuss (via email) this further with you until we reach consensus. University specific information regarding eligibility, services and accommodations can be found at:
GMU: http://www.gmu.edu/student/drc/
VCU: http://www.students.vcu.edu/dss/index.html
UVA: http://www.virginia.edu/vpsa/services.html
Radford: http://www.radford.edu/~dro/
NSU: http://www.nsu.edu/disabilityservices/index.html

Inclement Weather
If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). Do not email us; I will email you regarding weather as soon as it is announced. Please note: the cancellation of classes due to inclement weather is determined by the decision of the instructing university only. If the instructing university is open and operational then you are expected to attend class.

Cell Phones and Weapons
All cell phones and beepers should be deactivated while in the classroom. Also, University rules at all participating universities prohibit the possession any firearm, other weapon, or explosive. Please consult the student handbook and your university for specific information concerning this policy at your university.

Course Materials
This course gives you access to PowerPoint files, class lecture notes, handouts, and copyrighted articles. For the articles (available on Blackboard), copyright laws must be followed: print only one copy per student. The PowerPoint presentations, notes, and handouts are provided on Blackboard for your convenience and to facilitate your mastery of concepts presented in this course; If you plan to print copies of PowerPoint slides, this must be done before our face-to-face class on 5/28 begins (before 7:20 pm) and using a 3 or more slides per page handout format (do not print full slide pages). All of these materials should be regarded as authored materials, which

if used or referred to must be fully credited through reference to the author, the class, and date. If used beyond citation, permission of the instructor/author is required.

Technology Proficiencies
All students participating in this course are expected to be proficient in several technology skills. Students are expected to be proficient in using the Internet and have reliable and consistent Internet access. Students are also expected to have an active email account and to check email regularly. This course requires students to use Blackboard, which is our online course management system located at http://mymason.gmu.edu

NON GMU Students: Your login for Blackboard Organizations is: *x_first name.last name*
 For example John Smith's username would be: x_john.smith Your password is: *bbcommunity*

Students are expected to login to this system frequently and be proficient in using its features. Students are expected to be proficient in using the computer, which includes downloading and saving files, typing, and word processing skills. Students participating in this course are expected to use Microsoft Word for all written assignments. Furthermore, students are expected to use Microsoft PowerPoint and Adobe Acrobat Reader for class documents located on the Blackboard website.

TaskStream Submission
TaskStream (www.taskstream.com) is an electronic portfolio and assessment management tool that the SD Consortium is utilizing in part to meet accreditation requirements for the National Council of Accreditation of Teacher Education (NCATE) as well as for student portfolio evaluation purposes. **EVERY student taking this course at EVERY university IS REQUIRED to upload and submit the signature assignment for this course to TaskStream for evaluation by the end of the semester. Directions for submitting assignments are available on Blackboard in the *TaskStream* folder within the *Syllabus* section.**

The signature assignment(s) for this class is: Disability Study

Blackboard Assistance
This course requires that you be a regular email user and be able to use various features of Blackboard (sign on, download materials, hand in completed assignments electronically in the drop box). You may direct your questions about Blackboard to the facilitator at the class site as well as to email Marci Kinas Jerome (mkinas@gmu.edu). She will be the best resource. We are all learning this system together and some of us will be faster than others. Expect some snafus along the way, but please help each other out as you can. You will want to download all the required materials early in the semester or as soon as they are posted. Please note that some handouts/readings may be given to you in class that are not posted on Blackboard. Also check

Blackboard for announcements. Sometimes I will place handouts for class on Blackboard and will alert you by email or in the previous class; in these cases please download and bring them to class.

All Consortium courses are recorded and archived on a video-streaming server. Students and faculty are welcome to view previous classes at http://torrent.gmu.edu and click on the link for **Characteristics** in the Public Folders link. Classes are listed by date and time. Since the Consortium includes some remote site students, all consortium classes are broadcast live via the Internet at the same website. It is the policy of the consortium that students attending classes at university sites are expected to be present at those university sites during class time. However, in instances where students would otherwise miss class (in accordance to the attendance policy) students may participate in the class via the live web stream. However, students who participate in the web-stream instead of at their university site are still subject to the response cost as outlined in the attendance policy for this course. Directions for viewing the video-stream can be found in the course Blackboard site.

Student may also view the PowerPoints, communicate with the instructor, and interact with other at home students using Adobe Connect. Each consortium class has their own Adobe Connect website. To get to your Adobe Connect course site go to:
- Characteristics: http://webcon.gmu.edu/characteristics/
- Transition: http://webcon.gmu.edu/transition/
- Reading: http://webcon.gmu.edu/reading/

You will login with the guest username (sdcguest@gmu.edu) and password (sdcsite).
The first time you use Adobe Connect you may be prompted to download a plug in, it only takes a few seconds to install.

Special Addendum for GMU Students enrolled in EDSE 447/547 Summer 2013

EDSE 547 is a course offered through the Virginia Consortium for Teacher Preparation in Severe Disabilities. Courses in the consortium are generally capped at lower enrollment than a traditional GMU course because of additional student enrollment from the other participating universities. This semester the enrollment in EDSE 547 is quite large for a class in the adapted curriculum licensure program. We discussed opening a second section; however we have decided instead to utilize a "grader" to assist the instructor with the large enrollment at GMU.

Dr. Cornelia Izen from George Mason University is the course instructor. She will conduct all class lectures, design course assignments, and answer content questions. David Lojkovic from GMU will serve as the course grader for GMU students. This means that David Lojkovic will grade course assignments and provide assignment feedback for some GMU students. He will collaborate with Dr. Izen to ensure that grading is consistent across universities. David Lojkovic will also at times facilitate in-class discussions and activities with some GMU students, such as during presentations.

Assistant Instructor contact information:

David Lojkovic

E-mail: dlojkovi@masonlive.gmu.edu

Office hours by appointment

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code
     [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing
     [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their
     George Mason University email account and are required to activate their account
     and check it regularly. All communication from the university, college, school,
     and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff
     consists of professional counseling and clinical psychologists, social workers, and
     counselors who offer a wide range of services (e.g., individual and group
     counseling, workshops and outreach programs) to enhance students' personal
     experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered
     with the George Mason University Office of Disability Services (ODS) and
     inform their instructor, in writing, at the beginning of the semester [See
     http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall
     be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and
     services (e.g., tutoring, workshops, writing guides, handbooks) intended to
     support students as they work to construct and share knowledge through writing
     [See http://writingcenter.gmu.edu/].

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

CORE VALUES COMMITMENT

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

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

Course Policies & Expectations
  Attendance.

Students are expected to attend **two face-to-face classes** (5/28 and 7/9) and login to **one webinar** (6/18), arrive on time, remain in class for the duration of each of these three sessions, and demonstrate professional behavior in the class. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Note: most coursework will completed via online lessons that students complete outside of class. They are required to attend the two class sessions and login to the one webinar.

  Late Work.

Five percent of the available points for the assignment will be deducted each day for late submissions during the first week after the due date. *After one week* from the due date, assignments will not be accepted. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. The date that the assignment was received by the instructor **in hand or via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Additional Course Policies
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).
- Use APA 6th Edition guidelines for all course assignments. This website links to APA format guidelines. http://www.psywww.com/resource/apacrib.htm. In particular, 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/plag_article_preventing_plagiarism_when_writing.html

- In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

Course Content

All course content is contained in the Blackboard Learning Environment. All Module material will be available to students throughout the course. Any questions about content or where to find something should be directed to me.

Communication

The best way to contact me is through email. There is a Send Email icon on the left navigation bar of our course. My email (as well as the email of your classmates) is located here. It is also located at the top of this syllabus. I check my email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays.

Written Work

All Module assignments require you to synthesize material from the Course and outside sources into coherent statements of your ideas. In all cases, your writing should be databased, meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the Publication Manual of the American Psychological Association (6th ed.). The citation for this manual is included in the syllabus section on Recommended Texts. This is also termed "APA Style." For an online resource, see www.apastyle.org. Specifically, final Module Assignments for Modules 1 and 4 should be written in APA style, including a cover page, running head, pagination, headings (as needed), citation (as needed in Module 4 at the least) and reference pages.

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to "Guidelines for Reporting and Writing about people with disabilities" http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, Disability Case Study to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Evaluation

Assignments are evaluated according to posted rubrics. You can find the assignment descriptions and rubrics in each Module and also under the Course Syllabus link on the left side navigation bar in Blackboard. For module assignments, your instructor will grade the assignment and post the score you earned and comments to the Grade Center (My grades in the left side navigation bar). You can read the comments by clicking on the grade. If you have any questions, please contact me. If you have difficulty with an assignment, either in understanding or completing it, please contact me immediately to discuss this.

This course is set up in module form. Each module is focused on a certain topic in special education and contains a similar structure. Each module contains individual lessons and a module assignment. Each lesson includes a lecture, video or media component, and a reading check. Some lessons also contain a discussion activity. Each of the four modules has a final module assignment. The course point breakdown is:

Item	Points Each	Total
Course Participation (Webinar 6/18; Face-to-Face 7/9)	7.5	15
Reading Checks (14 total)	20	280
Module Assignments (4 total)	100	400
Disability Study*	125	125
Supplemental Reading Discussions (3 total)	5	15
Chapter Syntheses (14 total)	10	140
Student Introduction	5	5

Child Abuse Training Module	20	20
Extra Credit: Final Survey (bonus points)	5	(5)
Total Points for course		1000 (plus bonus points)

*Ncate/TaskStream Assessement

Grading Scale
Graduate Students:
95-100% = A   70-79% = C
92-94% = A-   <70% = F
89-91% = B+
85-88% = B
80-84% = B-

Assignments
NCATE/TaskStream Assignments.
Candidates will be assigned to work in small groups to develop a paper related to a specific disability. The group will also develop a 5-minute presentation highlighting the most important aspects of their findings to present to the class on the last night of class. Candidates will provide an overview of the specified disability as well as outline how the specified disability impacts families, and what cultural differences must be addressed; describes the complex needs of individuals with this disorder/disability, presents a range of special education and community-based supports and services that are needed to maximize their achievement and capacity, and discusses the impact of the disability on normal growth and development and the ability to learn, interact socially and live is fulfilled contributing members of the community.

Common Assignments.
Child Abuse Recognition and Training Module
All students must complete the online child abuse recognition training module available at http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html. In addition, they will read a summary of research on Abuse and Neglect and write a one-page synthesis of one research study on abuse and/or neglect.

Module Assignments (Modules are described fully on the Course Blackboard Site)

Module assignments are a combination of independent and group work. Modules 1 and 4 require students to write two, two to four page papers. The paper in Module 1 is a personal philosophy statement in which students will respond to specific questions given by the instructor. At the end of the course, you will review this statement and write a statement (minimum of 1-2 paragraphs)

revising your original statement. In Module 4, students are asked to choose a topic related to severe disabilities, research the topic, and summarize the current knowledge on it.   Module assignments for Modules 2 and 3 are slightly different. At the beginning of the course, you will be assigned to a group. Each group member will write about the disability area to which they have been assigned. Each student will post this assignment to a group Wiki. In addition, each group member will need to view the Wikis in another disability area or areas. Each member will comment on these other Wiki posts as well. See assignment description on Blackboard for further information.

Other Assignments.

Student Introduction

Students will present information about their current place of work, their experience in working with students with severe disabilities, and discuss their goals for the course. This will be due at the start of the course.

Class Participation

During two face-to-face sessions in person or via Adobe Connect toward the beginning and at the end of the course as well as during a webinar in the middle of the course, students will participate in activities in small groups and with the instructor. Points will be assessed and given for participation in these activities. Students will be expected to arrive on time, stay for the duration of the session, and contribute with thought to discussion and analysis during class activities. (Total of 3 sessions)

Chapter Syntheses

After reading each of the assigned chapters in the required text, students will respond to four questions requiring synthesis of key areas covered in the chapter. These responses will be in short answer format. (Total of 14 chapter syntheses)

Supplemental Reading Discussions

For this assignment, students will read supplemental material and discuss this material online in discussion format. (Total of 3 supplemental reading discussions)

(Extra Credit) Midterm and Final Course Evaluation for SD Consortium.

An evaluation will be provided online midway through the course and at another will be provided online at the end of the course. These will be used to evaluate the technology used in the course as well as the quality of the content and delivery of course material. All responses for these evaluations are submitted anonymously. Extra credit points given for completion will be added to the total course points.

Schedule

Date	Topic (unless otherwise noted, these are topics for week starting on date at left)	Due (on date listed at left) Note: All assignments are due by 7 pm on the date listed.
5/21 Online work	Child Abuse Recognition and Training Module	
5/28 Face-to-Face Class * 7:20-10:00 pm	*Topics in Face-to-Face Class:* -Overview of course objectives, assignments, format -Introduction to students with severe disabilities -Assignment of Disability study groups: work in groups	-Child Abuse Recognition and Training Module Certificate -Research on abuse and neglect reading and synthesis paper -Student Introduction
6/4 Online work	*Module 1: Foundations* Lesson 1: Definitions: Moderate and Severe Disabilities Lesson 2: Providing appropriate Education for Students with Moderate and Severe Disabilities -End of Module Assignment *Module 2: Overview of General Programming for Persons with Moderate and Severe Disabilities* Lesson 1: Working with Families Lesson 2: Working with Persons with Significant Cognitive Disabilities Lesson 3: Working with Students with Medical Needs	See Blackboard for Module Assignments
6/11 Online work	*Module 2*: *Overview of General Programming for Persons with Moderate and Severe Disabilities* Lessons 4: Supporting Students with the Most Challenging Behaviors Lesson 5: Teaching Students in School Settings: Inclusion and Collaboration -End of Module Assignment	See Blackboard for Module Assignments
6/18 Webinar* 7:20-10:00 pm	*Webinar (topic TBA; link to webinar will be emailed to students)* Online work this week: *Module 3: Curriculum for*	For Webinar: View *Including Samuel* (film to be provided on Blackboard) See Blackboard for Module Assignments

Online Work	*Students with Moderate and Severe Disabilities* Lesson 1: Identifying Functional, Age-Appropriate Skills Lesson 2: Systematic Instruction Lesson 3: Community Based Instruction	
6/25 Online work	*Module 3: Curriculum for Students with Moderate and Severe Disabilities* Lesson 4: Planning for the Life Span: Longitudinal Transition Lesson 5: Entering Adulthood: Options for Work and Community Living -End of Module Assignment	See Blackboard for Module Assignments
7/2 Online work	*Module 4: Issues and Future Directions* Lesson 1: Dealing with Difficult Issues Lesson 2: Future Directions -End of Module Assignment	See Blackboard for Module Assignments
7/9 Face-to-Face Class* 7:20-10:00 pm	Presentations of Disability Studies	-Group Presentation of Disability Study -Disability Study due to Blackboard **AND to TaskStream**

*Students are required to attend Face-to-Face Sessions on 5/28 and 7/9; Students are required to log in to the Webinar online on 6/18 (link will be sent via email prior to Webinar