George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

Please indicate:  ____X_ NEW  ____ MODIFY  ____ DELETE

Local Unit: Graduate School of Education  Graduate Council Approval Date:

Course Abbreviation: EDSE  Course Number: 612

Full Course Title: Special Needs Students in International Schools

Abbreviated Course Title (24 characters max.): Spec Needs Stu Int Schls

Credit hours: 3  Program of Record:

Repeatable for Credit?  __ D=Yes, not within same term  Up to hours  
____ T=Yes, within the same term  Up to hours  
____X_ N=Cannot be repeated for credit

Grade Type:  _X_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)  

Activity Code (please indicate):  __X_ Lecture (LEC)  ___ Lab (LAB)  ___ Recitation (RCT)  
____ Studio (STU)  ____ Internship (INT)  ___ Independent Study (IND)

Catalog Credit Format  3 : 3 : 0  Course Level: GF(500-600)  _X_ GA(700+)

Maximum Enrollment:  30  For NEW courses, first term to be offered: Spring 2005

Prerequisites or corequisites: Admission to FAST TRAIN program for graduate coursework and EDSE 501

Catalog Description (35 words or less)  Please use catalog format and attach a copy of the syllabus for new courses: EDSE 612, Special Needs Students in International Schools (3:3:0), Focuses on students with special learning needs at international schools in the regular classroom environment. Enhances understanding of current issues within the field of special education in the international schools in an increasingly global community.

For MODIFIED or DELETED courses as appropriate:

Last term offered:  Previous Course Abbreviation:  Previous number:

Description of modification:

APPROVAL SIGNATURES:

Submitted by:  _Carla J. Manno_____________email:cmanno@gmu.edu_____________

Department/Program:  Special Education Date:  __6/1/04_____________

College Committee:  Joan Isenberg_________Date:  __7/13/04_____________

Graduate Council Representative:  __________________________Date:  ______________
Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Special Education Program: GSE</td>
<td>Mike Behrmann:</td>
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Graduate Council approval: ________________________________ Date: __________

Graduate Council representative: __________________________ Date: __________

Provost Office representative: ____________________________ Date: __________
George Mason University  
Graduate School of Education  
FAST TRAIN Graduate Program  
EDSE 612: Special Needs Students in International Schools  
Spring 2005

Instructor: Dr. Carla Manno  
Office Phone: 703-993-3173  
Office Address: 213A Krug  
Office Hours: 4:30-6:30 Thurs., or by appt.; on-line communication for international students  
E-mail: cmanno@gmu.edu  
Credit Hours: 3.0  
Course Meeting Dates/Times: 15-week semester course: on-line communication and work product submission: January 2005-May 2005

Course Description:  
Focuses on students with special learning needs at international schools in the regular classroom environment. Enhances understanding of current issues within the field of special education in the international schools in an increasingly global community. This course section will be taught online, using the Blackboard course software (blackboard.gmu.edu).  
Prerequisites: EDSE 501 (admission to the FAST TRAIN graduate course programming is required).

Student Outcomes:  
Upon completion of this course, students will be able to:  
* Describe various educational philosophies and their application to international schools  
* Identify and describe special learning needs within international schools  
* Describe definitions and characteristics of certain groups of special learning needs students in both regular and special education programs within international schools  
* Identify and describe policies for special needs students in international schools  
* Describe assessment and identification of special learning needs in international settings.  
* Identify issues surrounding collaboration within the school environment and the role of the school to the parents of students with special needs.  
* Describe various modes of program delivery, accountability, and evaluation of students with special needs  
* Identify and explain specific requirements of regular classroom teachers who are confronted with special needs students in international schools and types of professional development needs for practitioners.

Relationship of Course to Program Goals and Professional Organizations:  
EDSE 612 is related to the George Mason University Graduate School of Education Special Education Program in a specially designed set of courses for teachers interested in or already working in international school settings. It is not directly connected to teacher licensure in the Commonwealth of Virginia or other...
licensure programs, though this specific course is intended as an outreach component of a program specifically designed for the needs of international school educators. As the GSE Special Education program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States, the curriculum for this course includes competencies for teaching students with disabilities from preschool through grade 12, though the course is not directly aligned to meet these standards for the purpose of U.S. based licensure. EDSE 612 is unique in that it is intended as a Special Topics course within GSE FAST TRAIN graduate programs for international educators. The CEC standards with this course is most closely aligned are Standards 2 and 3, and are described below (though additional topics as to how these standards are reflected in international education settings will represent a major component of this course):

The CEC standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
CEC standards that will be addressed in this class include some of the following CEC Core standards:

Standard 2 – Development and Characteristics of Learners
Knowledge:
• Typical and atypical human growth and development.
• Educational implications of characteristics of various exceptionalities.
• Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
• Family systems and the role of families in supporting development
• Similarities and differences of individuals with and without exceptional learning needs.
• Effects of various medications on individuals with exceptional learning needs.

Standard 3 – Individual Learning Differences
Knowledge:
• Effects an exceptional condition(s) can have on an individual’s life.
• Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development.
• Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling.
• Cultural perspectives influencing the relationships among families, schools, and communities as related to instruction.
• Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Nature of Course Delivery:
Due to the international residence of enrolled students, the course is delivered entirely online.

Required Text:

Additional Resources: Excerpts from


3) Various articles reprinted with kind permission from the authors

4) Case Studies related to International Schools

Evaluation:

1) Discussion Participation via On-Line methods (special topics and discussion board weekly responses/ chapter reviews)
2) Case Study and Field Experience Report *see attached rubric: Major Performance Based Assessment*
3) Final Exam
4) Internet Log and Portfolio

Grading Criteria:

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

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Detailed Assignment Descriptions:

Online Participation (50%) – There are two types of required ongoing online participation:
Special Topics Discussions (also with Invited Experts) (25%) – The ‘ask the experts series’ will form an integral part of the course and will follow the topics studied. Participants will be required to log in at certain times to read the selected questions (about 5 questions) and answers from the invited experts on subjects pertaining to special learning needs. Identified experts will answer questions pertaining to the Optimal Match Concept, social and emotional needs, gifted students with disabilities, specific areas of disability and their prevalence and service within the international schools, school-wide enrichment models, differentiation, issues for new special education teachers and regular classroom teachers hired at international schools.

Discussion Board (DB) Postings (25%) – Nine general topics will be covered during the 15 week course. Each participant will be responsible for contributing 8 postings, each on a different topic (other than moderator postings). Participants are encouraged to contribute more than 8 postings. Participants should post their contributions by the end of the week in which the topic is discussed.

The discussion postings should be thorough and thoughtful. Just posting an “I agree/disagree with your comment” or “I think the same” to someone else’s thoughts is not considered adequate. Guidelines and an assessment rubric for DB Postings are included in the Requirements packet, and also appear on the Blackboard websites.

Note: Postings should only be made during the week the topic is discussed. Once the week ends all messages should be directed toward the new topic.

*(Major Performance-Based Assessment: Rubric Attached*) Field Experience and Case Study (35%) – The purpose of the field experience and case study is to learn more about special needs students in international schools. The participant should complete approximately twenty hours of observations and interviews resulting in a combined Field Experience/Case Study report. Field Experience and Case Study guidelines and rubric appear in the Requirements packet. An example of a Field Experience and Case Study report will be placed on Blackboard, in the Course Information section. After interviews and observations from the Field Experience, each participant, with the permission of teacher, parents and student, will select two different types of (eg: gifted and learning disabled) students with special needs to observe and team-teach (with special needs teacher or regular classroom teacher) while following an Individual Educational Plan (IEP) designed specifically for these students. The participant will keep a daily/weekly dated journal of observations for the special needs student and write up two Case Study reports on the special needs students in his/her care. The reports should contain a sample IEP for the student. The participants’ Field Experience and Case Study reports will be due and posted by the week announced in the course schedule below.

Internet Log and Portfolio (15%) – The internet log is designed to increase the participants’ familiarity with information that is available through the use of technology. First select a topic of interest related to special needs students in international schools. Examples include topics such as Optimal Match, gifted and talented students, gifted underachievers, gifted learning disabled, learning disabled, dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), post traumatic stress disorder, cultural and language shock, bilingual/multilingual learning disabled and/or gifted, child abuse, assessment at international schools, etc. Conduct a Net Search on the web identifying information relative to the topic. Read and review the information and select a minimum of five sources for the development of a 5-6 page written report on the selected topic (approximately one page per source). The report should include a description of the sources, a summary of the issues and an opinion/analysis/reflection. This summary should include an opinion of how the participant could apply the information to a teaching position at an international school. All reports will be posted to Blackboard. At the end of this report, participant will create a portfolio of suggested resources to be used in the regular classroom for special needs students (eg checklists, handouts, independent study).
Course Topics: (*subject to change)

*Important:* Relationship to EDSE 501 Prerequisite: As EDSE *** requires the prerequisite of EDSE 501 (Introduction to Special Education), students will be asked to consider each of these weekly topics in direct relationship to the themes, research-based perspectives, methodology considerations, and other issues as understood from the EDSE 501 course. The text and selected readings are considered in relationship to the building blocks presented in the EDSE 501 prerequisite and, as such, the nature of these discussions will include interaction between the issues as they exist in the unique settings of the international schools. Students will be asked to become reflective learners and educators in their understanding of research-based suggested practices and the form and function of special needs services in their own settings. Overall, students are asked to begin to relate the topics discussed in EDSE 501 in relationship to the material discussed and presented in this course, while understanding that further methodological applications (i.e.: assessment, collaboration, research) will need to be further explored in other graduate courses (see GSE Special Education web page for further exploration of methods courses, master’s program options, and FAST TRAIN program development in special education TBA).***************

Week 1: Introduction to BB and:

**Topic: Special Learning Needs in the Regular Classroom at International Schools**

Assignments:
1: Read Welcome, Navigate, Course Overview, Messages in Course Information on Blackboard (BB)
2: Read Syllabus, Requirements in Course Information (BB)
3: Post on the DB 5 questions you would like to answer by the end of this course.
4: Read Introduction by Haldimann on BB, read and respond to questions from Haldimann on DB under Special Learning Needs in the Regular Classroom At International Schools — go to Communication, then Discussion Board. Post response.

Week 2: Inclusion as Related to International Schools

Assignments:
1: Read Foreword, Introduction and Chapter 1 – Why Inclusion? of text: *Count Me In!*
2: Read posted articles on the Optimal Match Concept and in text, page 109 B 1 to middle of page 110: An Educational Approach For Teaching Highly Capable/Gifted Students (an Optimal Match approach) in *Count Me In!*
3: Respond to questions on DB under Inclusion as Related to International Schools
4: Read posted Case Study BB.
Prepare: (for Week 3): Read Chapter 6 – Who Are These Children? Exceptional Children in Our Schools in text: Count Me In!

Week 3:  **Definitions and Characteristics of Special Needs Students**

Assignments:
1: DB Respond to discussion questions during the week based on **Definitions and Characteristics of Special Needs Students**
2: Begin Field Study, interview and observe two special needs students at your school. Begin to write a journal about the two students.
3: Exercise – Find a partner and present the Simulation: Fine-Motor Control, to a partner from posted Simulations (BB)
4: Post partner’s reactions to the Simulation on the DB and copy the Simulations for your portfolio.

Prepare: (for Week 4): Read Chapter 9 – Policies and Procedures: The Foundations of Program from text: Count Me In! and posted policies in international schools on BB

Week 4:  **Policies**

Assignments:
1: Respond to discussion questions during the week based on **Policies** by reading the moderator(s) questions and post 5 questions to a chosen ‘expert’ on DB
2: From Field Experience school, find, copy and post on DB the school’s policy for students with special learning needs and create and complete a survey of what type and how many special needs students are in each class at your school either Elementary or Secondary to be posted during Weeks 6 & 7.

Prepare: (for Week 5): Read Chapter 8 – Assessing Students for Successful Inclusion in text: Count Me In!

Weeks 5 & 6:  **Assessment and Identification**

Assignments:
1: Respond to discussion questions during the two weeks based upon **Assessment and Identification** by reading the moderator(s) questions and experts’ answers.
2: Read posted article Mills and Durden ‘Standardized Testing: Still An Essential Option For International Schools’ and post your comments about the article on DB.
3: Read and post answers on DB to questions posted from ‘Standardised Testing: Some questions for a workshop on
standardised testing’. Obtain and post the name of the group standardized test administered in your school and ask and post what exceptions to the testing are allowed eg extended time for LD/ADHD students, which students are excluded and why at your school. Obtain a copy of your school’s standardized test and read through it. Post the name of the test and your comments about it on the DB.

Prepare: Read Chapter 5 – Collaboration in course text: 
*Count Me In!* and posted (DB) Role of School to Parents.

**Week 7**  
**Collaboration and Role of School to Parents**

**Assignment:**

1: Respond to discussion questions during the week based on **Collaboration and Role of Students to Parents** by reading the moderator(s) questions. Read posted articles.

2: Read Guest Lecture (DB) on ESL students in International schools

3: Interview and post your school’s means of collaboration between the regular classroom teacher, ESL, Special Needs Dept.

Prepare: Read Chapter 4 – Good Teaching: The Foundation for the Inclusive Classroom and Chapter 7 (A & B) – Developing Inclusive Classroom: Critical Dimensions and Strategies for Teaching Exceptional Children in text: *Count Me In!*

**Week 8&9:**  
**Program Delivery, Accountability and Evaluation**

**Assignment:**

1: Read and comment on moderator’s questions throughout the two weeks on **Program Delivery, Accountability and Evaluation**, Begin to write up your two Child Study reports and your Field Experience report to be posted in Weeks 12-14.

2: Read ‘Home Truths For Parents’ and ‘Twelve Management Tips For Children With ADHD’ and other articles posted on BB.

3: Post on DB copies of IEP forms used in your Field Experience school, print out the posted IEP other IEP forms from DB for your Portfolio. Post your school’s different methods of accountability and evaluation besides an IEP.

Prepare: Read Chapter 11 – Professional Development in course Text: *Count Me In!*

**Week 10:**  
**Professional Development**

Assignments:
1: Respond to discussion questions during the week based on reading the moderator(s) questions on **Professional Development.** Read posted articles (BB). Print out the Resources and Bibliography from BB and place in your Portfolio.

2: Post your choice for your next professional development and why you chose it on DB.

Prepare: Continue writing your two Child Study Reports and Field Experience Report.

**Weeks 11 and 12: First Child Study and Internet Log Due**

Assignments:
1: Post first Child Study Report and Internet Log
2: Catch up on past readings, continue to work on portfolio
3: Comment on posted Child Studies and Internet Logs

**Week 13: Second Child Study and Field Experience Report Due**

Assignments:
1: Post Second Child Study Report and Field Experience Report
2: Continue to comment on Child Studies, Internet Logs and Field Experience Reports

**Week 14: Portfolio Table of Contents Due**

Assignments:
1: Post Portfolio Table of Contents on DB
2: Ask your colleagues on DB to forward any information from their portfolios that you feel might further complete your portfolio
3: Continue to comment on Child Studies, Field Experience Reports, Internet Logs and Portfolio Contents

**Week 15: Course Summary and Evaluations**

Assignments:
1: Post the 5 questions and answers to your questions you posted at the beginning of this course.
2: Complete Course Evaluation Form
Field Experience/Case Study Rubric (for Major Performance-Based Assessment): in 2 Parts:

Part I: Sample Case Study Score Report: EDSE 612

I) Case Study Components [2 pts. each: (though flexible grading: i.e.: if explained why one component not included: may have earned extra points in other categories to accommodate this]: 20 pts possible:

<table>
<thead>
<tr>
<th>(a) Demographic Data:2</th>
<th>(f) Teacher interviews or reports:2</th>
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<tr>
<td>(b) School/Neighborhood description:2</td>
<td>(g) Other modifications/Recs/accom.:2</td>
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<tr>
<td>(c) Educational History:2</td>
<td>(h) Summary/ synthesis: 2</td>
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<tr>
<td>(d) IEP goals/accommodations:2</td>
<td>(i) appendices (work samples/etc.):2</td>
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<tr>
<td>(e) Observational Information:2</td>
<td>(j) overall completeness:2</td>
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II) Overall Reflections/ Observation write-up: 15 pts. possible: Comments:

Total Points: Case Study Components: 20/20 pts.

Overall Reflections/Observations Write-ups: 15/10 pts.

Total Possible Points: 35/35

Scoring Criteria for the Part II “Field Experience Reflections” component:

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<th>Excellent: 15 points</th>
<th>Competent: meets Requirements: 10-14 points</th>
<th>Below Expectations: 0-10 pts.</th>
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<tr>
<td>Explores the dynamic issues for this student in the international schools with clear and descriptive language; directly refers to the text issues as related to the student, and expands upon this information relating to the needs of this child in the international schools. More than 5 pages.</td>
<td>Explains the student in the context of the learning environment. Directly refers to the text. 4-5 pages in length.</td>
<td>Does not clearly explain the student and the issues involved. No direct reference to text or discussion issues as related to the specific case.</td>
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<td>Expands upon issues in the text related to the family and the school interactions, collaboration between education professionals and related personnel. Uses outside sources or interviews to support points.</td>
<td>Discusses related issues of family and school. May refer to text but does not expand upon the topics with outside sources.</td>
<td>Does not adequately discuss related issues.</td>
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<td>Describes unique host-country issues as they relate to the student, family, and school.</td>
<td>Makes reference to multicultural or international issues within the case.</td>
<td>Does not address multicultural or host country issues.</td>
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