



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

EDSE 501-DL1: *Introduction to Special Education*

CRN: 73404, 3 - Credit(s)

Fall 2012

Instructor: Dr. Margaret Weiss	Meeting Dates: 08/27/12 - 12/07/12
Phone: 703.993.5732	Meeting Day(s): Friday, August 31
E-Mail: mweiss9@gmu.edu	Meeting Times: 4:30pm - 7:10pm
Office Hours: By appointment	Meeting Location: KH 205

Course Description:

Survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services for individuals with disabilities ranging from mild and moderate to severe. Includes the impact of disabilities on academic, social, and emotional performances.

Prerequisite(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. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following, via Blackboard Learning Environment:

1. Lecture
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research activities

Field Experience Requirement:

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Learner Outcomes:

Upon completion of this course, students will be able to

- Describe how educators and other professionals determine the difference between “normal” and “atypical” behaviors.
- Describe the legal and historical development of the field of special education.
- Describe various theoretical models and perspectives in the field of special education.
- Describe research in etiological factors associated with all disability areas.
- Describe social, cognitive, behavioral and academic characteristics associated with all disability areas.
- Describe historical points of view and contribution of culturally diverse groups to the field of special education.
- Describe the role of families in the educational process.
- Describe past, present, and future models of assessment and intervention, including use of innovative technology.
- Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.
- Examine ethical considerations for the treatment of all children.

Required Textbooks:

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2012). *Exceptional Learners: An introduction to special education*. Upper Saddle River, NJ: Pearson.

Recommended Textbooks:

Publication Manual of the American Psychological Association, 6th Ed. (2009). Washington, DC: American Psychological Association. (See the Course Welcome section of the site for an online APA Style resource from APA.)

Required Materials:

On Blackboard

Additional Readings:

On Blackboard

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12, Special Education – Adapted Curriculum K-12, Special Education: Visual Impairments PK-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/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, and Standard 3: Individual Learning Differences. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):*Attendance Policy:*

Students are required to attend class on Friday, August 31 at 4:30pm in Krug 205. After that meeting, all other course work is online in Blackboard. There are no additional meetings.

Late Work Policy:

All work for the course is due no later than 5pm on Friday, December 7. No work will be accepted after that date.

Evaluation

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 reading, lecture, video or media component, and a reading check. The course point breakdown is:

<i>Item</i>	<i>Points each</i>	<i>Total</i>
Reading checks	25	400
Module 1 Assignment	150	
Module 2 Assignment	150	
Module 3 Assignment	150	
Module 4 Assignment	150	
		600
Child Abuse training	REQUIRED	
TOTAL POINTS FOR COURSE		1000

Assignments

Child Abuse 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. If you have already completed the training module, you will just need to post your certificate (or evidence of completion on your teaching license) to TaskStream.

This is a mandatory requirement and you will not pass the class without completing this assignment. The Certificate of Completion will need to be posted to your TaskStream account in order to receive your final grade in the course. See the TaskStream statement below.

Reading Checks

At the end of *each lesson*, there is a reading check assignment. In most lessons, these checks are 5-10 multiple choice questions. These reading checks assess your understanding and recall of the chapter in the textbook you were assigned. You may not use any materials such as books or notes to help you complete these checks but you may take each one multiple times.

Module Assignments (Appendices A and B provide complete descriptions)

Module assignments are a combination of independent and group work. Modules 1 and 4 require students to write two to four page papers individually. The paper in Module 1 is a personal philosophy statement. It also requires you to choose two activities from a list of school- and community-based options. You will include a summary of the activities in your paper. At the end of the course, you will review this statement and make any revisions you find necessary. In Module 4, students must choose a topic related to special education, research the topic, and write about it.

Assignments for Modules 2 and 3 are slightly different. At the beginning of the course, you will be randomly assigned to a disability group. Within your group, you will communicate using the Discussion Board so that each person completes his Module assignment worksheets with unique information. Once you have completed your worksheets, you will post them to your disability area Wiki. After completing the Module assignment, each person will choose a DIFFERENT disability area Wiki, read over the postings, and comment on the group information provided. Each comment should be posted to the group comment Wiki and include how the information related to at least one aspect of the Module.

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale:

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

Schedule:

This is a SUGGESTED schedule for your work.

Date	Topic	Material
8/31	FACE TO FACE MEETING Introductions, Blackboard overview	Child Abuse Training Certificate posted to TaskStream
9/14	<i>Module 1: History of special education and disability, legislation, and issues and services</i> Lesson 1: History of special education and disability Lesson 2: Legislation Lesson 3: Issues and services	All reading checks and Module 1 assignment completed—GRADING POINT 1
	<i>Module 2: Higher incidence disabilities</i> Lesson 1: Students with Intellectual Disabilities Lesson 2: Students with Learning Disabilities Lesson 3: Students with speech/language impairments Lesson 4: Students with emotional/behavioral disorders Lesson 5: Students with autism spectrum disorders	All reading checks complete. Module 2 worksheets posted for comment in disability Wiki.
10/19		Comments for Module 2 complete—GRADING POINT 2
	<i>Module 3: Lower incidence disabilities</i> Lesson 1: Students with Other health impairments Lesson 2: Students with visual impairments, including blindness Lesson 3: Students with hearing impairments or who are deaf Lesson 4: Students with severe/multiple disabilities, including deaf/blindness or TBI Lesson 5: Students with orthopedic impairments	All reading checks complete. Module 3 worksheets posted for comment in disability Wiki.
11/21		Comments for Module 3 complete—GRADING POINT 3
12/7	<i>Module 4: Issues and Collaborations</i> Lesson 1: Students with special gifts and talents Lesson 2: Parents and families Lesson 3: The future of special education	FINAL DUE DATE All Course Material should be completed Revisions to Philosophy statement posted to Journal (as separate entry) Course evaluation completed—GRADING POINT 4

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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. [http://cehd.gmu.edu/values/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

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

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.*