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

Fall 2013
EDSE 501 001: Introduction to Special Education
CRN: 72271, 3 - Credits

Instructor: Dr. Henry Roth	**Meeting Dates:** 8/26/2013 - 12/18/2013
Phone: (847) 565-5016	**Meeting Day(s):** Thursdays
E-Mail: hroth2@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: Monday 4:00pm – 4:30pm	**Meeting Location:** Fairfax, KH 210

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
Provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation, etiology, characteristics, needs, educational strategies, assessment, and support services of and for individuals with disabilities ranging from mild and moderate to severe levels of varying disabilities. Includes the impact of disabilities on academic, social, and emotional performances. Field experience required.

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

Learning activities include the following:
1. Class lecture, discussion, cooperative group work, and participation.
2. Relevant media presentations and guest lecturer.
3. Study and independent library research.
4. Blackboard e-Education Learning System applications.
5. Application activities, including in-class evaluation of intervention research and case studies.
6. Class presentations of course papers.
7. Written course paper using the American Psychological Association format.

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 Office, internsh@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., Kauffman, J., & Pullen, P. (2012). *Exceptional learners: An introduction to special education* (12th ed.). Boston, MA: Allyn & Bacon.

Digital Library Option
The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit http://gmu.bncollege.com and search the ISBN.

- 1 year subscription $200 ISBN-13: 9781269541411
- 3 years subscription $525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at http://www.pearsonhighered.com/. Search by author, title, or ISBN.

Recommended Textbooks
Publication Manual of the American Psychological Association, 6th Ed. (2009). Washington, DC: American Psychological Association.

Course Relationships 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. 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 that will be addressed in this class include Standard 1: Foundations, Standard 2: Development and Characteristics of Learners, and Standard 3: Individual Learning Differences.

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.
 Twelve quizzes will be conducted covering the reading assignment due that day. Tardiness may result in losing credit for that day's quiz.

 Late Work.
 Quizzes missed due to tardiness or absence cannot be made up. Late assignments will lose 5 points for each class in which the assignment is not turned in.

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit thess assessments, Abuse/Neglect Certificate and Final Paper 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.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream

Grading Scale
90 – 100% = A
80 – 89% = B
70 – 79% = C
69% and below = F

Basis of Course Grade:
- Child abuse training module and online quiz (12 points)
- Quizzes (1 point/quiz = 12 points)
- Class Participation (1 point/class =12 points)
- Course Paper (20 points)
- Presentation of Course Paper (4 points)
- Exam (40 points)

It is recommended that students retain electronic copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts saved electronically.

Assignments
> **NCATE/TaskStream Assignments.**
> **Child Abuse Training Module**
> Students will review the online child abuse recognition training module at
> http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.html and be

tested on the definitions and indicators of child abuse and neglect, how to respond to signs of abuse and to report abuse, the legal requirements of Virginia teachers to report abuse, state support services, and the actions that follow reports of abuse. **(This is a mandatory requirement and you will not pass the class without completing this assignment).** In addition to the online module, students are required to complete an additional Child Abuse Recognition and Reporting Procedures Quiz, which may be found on our Blackboard website. This quiz is to be completed and turned in along with the certificate. ***This is the first submisssion to Taskstream for the Signature Assignment for CEC Standard 1. Very important: You must provide a link to this certificate, save and upload, or print and scan it to use as a signature assignment in your electronic portfolio on TaskStream for 401.***

Common Assignments.
Not Applicable.

Other Assignments.
Course Paper
A course paper will be completed that focuses on instructional strategies or interventions for students with specific disabilities. The paper should be at least 3 pages and no more than 5 pages. Points will be deducted for work submitted late (5 points for each day late).

The paper will include the following components:
- Introduction
- Background and historical information regarding the disability
- Characteristics of the disability including, but not limited to: cognitive/academic processing deficits, and social, communicative, and/or behavioral aspects
- Instructional strategies or interventions: each intervention should address the population and setting for which it is intended.
- Your personal philosophy for when the intervention should be used as well as how the interventions will be phased-out or generalized

Class Participation
- Actively participate in class activities and discussions with interest and a willingness to listen to the viewpoints of others.
- Presentation of the Course Paper should be 8 - 10 minutes in length.

Exam
Exam covering course content will be administered.
Signature Assignments: The signature assignments required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (https://www.taskstream.com). Abuse/Neglect Certificate to (CEC #9: Professional & Ethical Practices); Final Exam to (CEC #1: Foundations).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the

assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

Schedule

Date (Thursdays)	Reading Due and Quizzes	Topics	Assignments Due
Aug. 29	N/A	Introduction, Syllabus, Review expectations for course requirements, History of Spec. Ed.	
Sept. 5	Chapter 1	Assessment Process	Quiz 1
Sept. 12	Chapter 2	Overview of Conceptual Models	Quiz 2
Sept. 19	Chapter 3	Cognitive Model	• *Sign up for topics for Course Paper* • Quiz 3
Sept. 26	Chapter 4	Curriculum Model	Quiz 4
Oct. 3	Chapter 5	Behavioral Model	Quiz 5
Oct. 10	Chapter 6	Affective Model	Quiz 6
Oct. 17	Chapter 7	Ecological Model	Quiz 7
Oct. 24	Chapter 8	Review of Conceptual Models	Quiz 8
Oct. 31	Chapter 9	Legal Issues	• *Submit Child Abuse Training Certificate to TaskStream!* • Quiz 9
Nov. 7	Chapter 10	• Strategies for Disruptive Students • Identify Dates for Presentations	• *Course Paper* • Quiz 10
Nov. 14	Chapter 11	Presentations	Quiz 11
Nov. 21	Chapters 12 & 15 only	Presentations	Quiz 12
Nov. 28	NO CLASS	HAPPY THANKSGIVING	
Dec. 5		Final Exam	
Dec. 12		Final Exams returned	

Appendix

KEY COMPONENTS of PAPER	Points
Disability Characteristics Salient characteristics of the disability are clearly described. Requirements related to identification for special education are included.	__/4
Learning Needs Learning needs associated with the chosen disability are clearly described including relevant IEP considerations.	__/4
Lifespan Issues (including Impact on Family) A clear description of the impact of the disability across the lifespan is provided.	__/3
Similarities and Differences to Other Disabilities The paper compares and contrasts the chosen disability with 2 other disabilities (or disability categories: mild, severe, or sensory).	__/3
Information Synthesis Student demonstrates personal growth in knowledge about learners with disabilities. Student demonstrates completion of independent learning activities (IRIS modules, field experiences, and exploratory activities) by integrating what was learned through these experiences with learning from other coursework (lectures, discussions, articles, and textbook readings).	__/5
APA Style Writing is clear and easy to understand. There are few to no grammar errors/typos. References are correctly cited in APA format.	__/1
Total Points	/20

KEY COMPONENTS of PRESENTATION	
Presentation and response to questions reflects a thorough knowledge and comprehensive understanding of the subject matter.	__/2
Subject matter is supported by relevant examples, including examples from field experience site.[1]	__/2
Total Points	__/4

[1]Options for Field Experience Site:
- Observe relevant school settings.
- Observe relevant community settings.
- Interview a person with a disability, or a parent or sibling of a person with a disability.

Other of your choice (Instructor must approve).