



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

Spring 2014

EDSE 501 001: Introduction to Special Education

CRN: 10574, 3 - Credits

Instructor: Dr. Michael Repie	Meeting Dates: 01/22/14 - 05/7/14
Phone: (703) 531-6115	Meeting Day(s): Wednesday
E-Mail: mrepie@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: Mon – Fri 7 am – 4 pm	Meeting Location: KA 102

***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

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

Co-requisites: 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) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

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

Field Experience Requirement

A Field Experience **MAY BE** a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

OPTION 2: Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

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

Required Resources

N/A

Additional Readings

N/A

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 RESOURCES 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.

Class punctuality, attendance, and participation (30 points) (Class will begin at its scheduled time, with quizzes being conducted at the beginning of class. Tardiness may result in losing credit for that class' quiz. Students are expected to stay for the entire duration of the class to receive full credit for attending. Two (2) points will be deducted for each missed class.

Excessive absences will result in no class participation points and potential withdrawal from the class).

Late Work.

Points will be deducted for work submitted late (5 points for each day late).

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit these 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

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

Evaluation

1. Class punctuality, attendance, and participation (30 points)
2. Child abuse training module and quiz (25 points)
3. Quizzes (50 points)*
4. Research Paper (50 points)*
5. Paper presentation (30 points)
6. Exam (50 points)*

*Quizzes are 10 points each, with grade based on student's highest five scores (out of eight quizzes).

Assignments

Performance-based Assessment (TaskStream submission required).

Child Abuse Module and Quiz

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, 501 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.

Exam

Exam covering course content will be administered.

Performance-based Common Assignments (No TaskStream submission required).

Quizzes

Eight quizzes based on the reading content due that date will be conducted.

Research Paper

A research paper focusing on three empirically validated instructional strategies or interventions for students with a specific disability will be completed. These strategies or interventions are to apply to a disability area *other than the one in which the student is currently working*. The paper will include the following components: a) introduction; b) background and historical information regarding the disability; c) characteristics of the disability including, but not limited to: cognitive/academic processing deficits, and social, communicative, and/or behavioral aspects; d) instructional strategies or interventions; e) your recommendations for professional practice or future research; f) summary and synthesis; g) appendix. At least three (3) articles from professional research journals must be included.

Other Assignments.

N/A

Schedule

Date	Reading Due	Concepts	Assignments Due
January 22		Introduction, syllabus, review expectations for course requirements	
January 29		Context of special education	Sign-up for Research Paper Topics
February 5	Chapter 1, 2	Individual education plans	Quiz #1
February 12	Chapter 3, 4	Parents and families, multicultural and bilingual aspects of special education	Quiz #2
February 19	Chapter 5	Individuals with intellectual and developmental disabilities	Quiz #3
February 26	Chapter 6, 7, 10	Individuals with learning disabilities, attention deficit/hyperactivity disorders, and communication disorders	Quiz #4
March 5	Chapter 8	Individuals with emotional or behavioral disorders	Quiz #5
March 19	Chapter 9	Individuals with autism spectrum disorders	Quiz #6
March 26	Chapter 11, 12	Individuals who are deaf or hard of hearing, and blind or low vision;	Quiz #7; Child Abuse Training Certificate and Quiz due
April 2	Chapter 13, 14	Individuals with low-incidence, multiple, and	Quiz #8

		severe disabilities, physical disabilities and other health impairments	
April 9	Chapter 15	Individuals with special gifts and talents; Review	
April 16			Research Paper Due; Research Paper Presentations
April 23			Research Paper Presentations
April 30			Research Paper Presentations
May 7			Exam

Appendix

N/A