

GEORGE MASON UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

Introduction to Special Education

EDSE 501, Section C01

Summer– 2004

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COURSE DATES, TIME, & LOCATION

Dates: June 29 – July 29, 2004

Time: Tuesday/Thursday – 3:50 - 6:50 PM

Saturday (July 10th and 17th) - 12:10 – 3:10 PM

Location: Fairfax High School Room A 50

EDSE 662 COURSE DESCRIPTION (3 credits)

This course 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, including existing and emerging technologies, assessment, and support services of/for individuals with disabilities ranging from mild, moderate to severe levels of varying disabilities. The course will study the impact of disabilities on academic and social/emotional performances. Field experience is required. Prerequisites: none.

Student 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, intellectual, 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 technological advances.
- Discuss issues and trends in special education, including legislation and litigation, and use of innovative technology.

Relationship of Courses to Program Goals and Professional Organizations

EDSE 501 is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stdts/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following CEC

Core standards:

Standard 1 - Foundations

Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Relationship of special education to the organization and function educational agencies.
- Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
- Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
- Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.
- Family systems and the role of families in the educational process.
- Historical points of view and contribution of culturally diverse groups.
- Impact of the dominant culture on shaping schools and the individuals who study and work in them.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.

Skill:

- Articulate personal philosophy of special education.

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.
- Similarities and differences among individuals with 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.

REQUIRED TEXT

Hallahan, D.P & Kauffman, J.M. (2003). *Exceptional learners: Introduction to special education*. Boston: Allyn & Bacon

RECOMMENDED TEXT

Crowley, E.P. (2003). *Study guide for Hallahan and Kauffman; Exceptional Learners: Introduction to special education*. Boston: Allyn & Bacon

NATURE OF COURSE DELEIVERY

Learning activities include the following:

- Class lecture, discussion, and participation.
- Videotapes and other relevant media presentations.
- Study and independent library research.
- Application activities, including in class evaluation of intervention research and materials.
- Written case study and observation reports using the American Psychological Association format.

EXPECTATIONS

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

- Students are expected to demonstrate professional behavior and dispositions. See www.gse.gmu.edu for a listing of these professional 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.
- Students are expected to (a) attend **all** classes during the course, (b) arrive on time, and (c) stay for the duration of the class time. Turn in assignments on time; late assignments do not receive full credit.
- In-depth reading and study require outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly.
- Use APA guidelines for course assignments. This website links to APA format guidelines. http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

EVALUATION

1. Class attendance and participation (including in-class assignments)
2. Field observation report
3. Article Reviews (3)
4. Case study
5. Exam (Midterm and Final)
6. Quiz on Child Abuse

Points will be deducted for work submitted late.

It is recommended that students retain copies of all course products to document their progress through the GSE special education 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.

Grading criteria

- 95 –100 points = A
- 90 – 94 points = A-
- 86 – 89 points = B+
- 80 – 85 points = B
- 70 – 79 points = C
- <70 points = F

COURSE ASSIGNMENTS

***Field Observations and Report (15 points):**

Observations of students with disabilities in school settings will be completed (minimum of 5 hours). Observation reports containing information including the following: (a) student-teacher and student-student interactions in classrooms or other organized settings that serve students with disabilities; (b) identification of teaching methods and strategies that appear to be beneficial to students with disabilities as well as those you consider inappropriate; and (c) how the observation and interactions reflect views articulated by readings from class. I will be providing a list of possible places to observe. Once this list is finalized, I will post it on Blackboard as well as hand it out to the class. You will be responsible for setting up the observation times.

***Case Study (30 points):**

A comprehensive case study on a student with disabilities will be completed. This case study will include the following components: (a) student's demographic data; (b) description of school and neighborhood; (c) educational history (schools attended, reason for referral, placement); (d) IEP goals and objectives, classroom accommodations; (e) observational information; (f) teacher interviews; (g) additional recommendations, educational accommodations, and/or modifications; (h) summary and synthesis (Comparison of student's characteristics with those described in the textbook, i.e., Which characteristics were identified in your student? Integrate sources from the literature with what you observed in your case study.); and (i) appendices such as student work samples, teacher interview questions/answers. As for grading, each component is worth 3 points. If

a component is missing, an explanation of why the information is not included will be acceptable.

***Exam (Midterm and Final 20 points each):**

Exam based on lectures, class discussions, cases, chapters, required reading, videos, and topics completed prior to the exam. The exam will consist of multiple choice, matching, and possibly an essay question. (Midterm will cover chapters 1-6; Final will cover chapters 7-14)

***Quiz (Mandatory, you will not be able to PASS this class without taking this quiz; 3 points):**

Students will review the online child abuse recognition training module at http://www.vcu.edu/vissta/training/va_teachers/ 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.

There are two different quizzes that you will take. Once you complete the quizzes, please print them out and turn them in. This is a requirement and you will **NOT** pass the class without completing this assignment.

Article Reviews (Total of 3 Reviews; 2 points each):

An article review will be conducted on a research article that is prevalent to one of the topics discussed in class. The review should provide a short summary of the major points of the article and your reaction to the article. The review should be 1- 2 pages double spaced. In order to receive full credit, you must include APA citation of the article (0.25 pts), a brief summary of the purpose of the article (0.75 pts), and your personal reflection of the article (1 pt). The article should be chosen from a research based journal. Please go to either of these websites for a listing of acceptable journals:

www.proedinc.com/journals.html or www.cec.sped.org/bk/

Some examples of Acceptable Journals:

- Journal of Learning Disabilities
- Topics in Early Childhood Special Education
- Young Exceptional Children
- Physical Disabilities: Education and Related Services
- Journal of Special Education Technology
- Journal of Special Education
- Communication Disorders Quarterly
- Journal of Early Intervention
- Teaching Exceptional Children
- Communication Disorders Quarterly
- Remedial and Special Education
- Teacher Education and Special Education
- Learning Disabilities Research and Practice
- Journal of Special Education Leadership
- Journal for the Education of the Gifted
- Journal of International Special Needs Education
- Behavioral Disorders
- Exceptional Children

Class Attendance, Participation, In-Class Activities (6 points):

Thoroughly study the readings as assigned in the syllabus and all class handouts; be prepared to discuss in class. Students are expected to participate during large and small group discussions with evidence of having read assignments. Class participation and attendance are very important. Three points will automatically be deducted if a Saturday class is missed; 2 points will be deducted if a Tuesday/Thursday class is missed. Attendance is mandatory.

**These assignments are probable entries for the student portfolio*

COURSE SCHEDULE

DATE	TOPIC	COURSE ACTIVITIES	READING ASSIGNMENTS AND DUE DATES
Tuesday, June 29 th	Chapter 1: Introduction to special education; Legal issues in special education	Introductions Review of Syllabus Video Class lecture	Read Chapter 1, 2, and 3
Thursday, July 1 st	Chapter 2 and 3: Current Trends and Issues; Multicultural and Bilingual	Class Lecture Case Study- Group work	Read Chapter 4
Tuesday, July 6 th	Chapter 4: Mental Retardation	Class Lecture Video Case Study- Group Work	Read Chapter 5
Thursday, July 8 th	Chapter 5: Learning Disabilities	Class Lecture Video Case Study	Read Chapter 6
Saturday, July 10 th	Chapter 6: Attention Deficit/Hyperactivity Disorder	Group Activity Class Lecture Case Study	Article Critique #1 Due Study for Midterm
Tuesday, July 13 th	Guest Speaker (IEP Specialist) Midterm	Guest Speaker (First Hour) Midterm	Read Chapter 7
Thursday, July 15 th	Chapter 7: Emotional or behavioral disorders	Class Lecture Video Case Study	Read Chapter 8
Saturday, July 17 th	Chapter 8: Communication Disorders	Class Lecture Guest Speaker (Speech Pathologist)	Article Critique #2 Due Read Chapter 9 & 10
Tuesday, July 20 th	Chapter 9 & 10: Deaf/ Hard of Hearing/ Blindness/Low Vision	Class Lecture Video Case Study	Read Chapter 11

Thursday, July 22nd	Low Incidence, Multiple and Severe Disabilities, Autism, Traumatic Brain Injury and Deaf-Blindness	Class Lecture Video Case Study	Read Chapter 12 & 13
Tuesday, July 27th	Physical Disabilities and Special Gifts and Talents	Class Lecture Video Case Study	Observation Report Due Case Study Due Read Chapter 14
Thursday, July 29th	Parents and Families Final Exam	Class Lecture Review for Final Final	Article Critique # 3 Due

NOTE:

This syllabus may change according to class needs.

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**