

**George Mason University**  
**College of Education and Human Development**  
**Program: Special Education**

**EDSE 401 Summer 2011 - Section AS2: Introduction to Special Education.**

|             |                      |                 |                     |
|-------------|----------------------|-----------------|---------------------|
| Instructor: | Dr. Michael Repie    | Meeting Dates:  | 05/24/11 – 06/23/11 |
| Phone:      | (703) 531-6115 (day) | Class time:     | TR 7:00 – 10:05     |
| Email:      | mrepie@gmu.edu       |                 | S 9:00 – 12:05      |
|             |                      | Class location: | Kellar Annex        |

**Course Description**

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. 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 Course to Program Goals and Professional Organizations*

EDSE 401 is part of the College of Education and Human Development, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special educational professional organization in the United States. As such, the curriculum for the course includes competencies for teaching students with disabilities in kindergarten through grade 12.

*Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

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

#### Standard 1 - Foundations

##### Knowledge:

- Models, theories, and philosophies that form the basis for special education practice.
- Laws, policies, and ethical principles regarding behavioral 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 a 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.

**Nature of Course Delivery**

Learning activities include the following:

1. Class lecture, discussion, cooperative group work, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. *Blackboard e-Education Learning System* applications.
5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of research papers.
7. Written research paper using the American Psychological Association format.

**Required Text**

Hallahan, D., Kauffman, J., & Pullen, P. (2009). *Exceptional learners: An introduction to special education* (11<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

**Highly Recommended**

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

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**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 special needs arrangements, **please call and/or make an appointment with instructor as soon as possible.**

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**Evaluation**

1. 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 classes' quiz. Excessive absences will result in no class participation points and potential withdrawal from the class.)**
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).

\*\*Points will be deducted for work submitted late.

**Grading criteria**

|           |      |
|-----------|------|
| 95 – 100% | = A  |
| 90 – 94%  | = A- |
| 87 – 89%  | = B+ |
| 84 – 86%  | = B  |
| 80 – 83%  | = B- |
| 77 – 79%  | = C+ |
| 74 – 76%  | = C  |
| 70 – 73%  | = C- |
| 60 – 69%  | = D  |
| <60%      | = F  |

**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.**

**REPRESENTATIVE ASSIGNMENTS****Child Abuse Training Module**

Students will review the online child abuse recognition training module at [http://www.vcu.edu/vissta/training/va\\_teachers/](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.

**(This is a mandatory requirement and you will not pass the class without completing this assignment).**

**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.

**Exam**

Exam covering course content will be administered.

\*Signature Assignment

The signature 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 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.\*

**COURSE TOPICS**

| Date   | Reading Due  | Concepts   | Assignments Due                   |
|--------|--------------|--|-----------------------------------|
| May 24 |              | Introduction, syllabus, review expectations for course requirements            |                                   |
| May 26 |              | Context of special education   | Sign-up for Research Paper Topics |
| May 31 | Chapter 1, 2 | Individual education plans   | Quiz #1                           |
| June 2 | Chapter 3, 4 | Parents and families, multicultural and bilingual aspects of special education | Quiz #2                           |
| June 4 | Chapter 5    | Individuals with intellectual and developmental                                | Quiz #3                           |

|         |                 |   |  |
|---------|-----------------|---|--|
|         |                 | disabilities  |  |
| June 7  | Chapter 6, 7, 9 | Individuals with learning disabilities, attention deficit/hyperactivity disorders, and communication disorders                | Quiz #4  |
| June 9  | Chapter 8       | Individuals with emotional or behavioral disorders  | Quiz #5  |
| June 11 | Chapter 12      | Individuals with autism spectrum disorders  | Quiz #6  |
| June 14 | Chapter 10, 11  | Individuals who are deaf or hard of hearing, and blind or low vision;   | Quiz #7; Child Abuse Training Certificate and Quiz due; Review |
| June 16 | Chapter 13, 14  | Individuals with low-incidence, multiple, and severe disabilities, physical disabilities and other health impairments; Review | Quiz #8; Research Paper Presentations                          |
| June 18 | Chapter 15      | Individuals with special gifts and talents  | Research Paper Presentations                                   |
| June 21 |                 |   | Research Paper Due; Research Paper Presentations               |
| June 23 |                 |   | Exam   |