

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

EDSE 401 Summer 2012 - Section C01: Introduction to Special Education.

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|-------------|--------------------|-----------------|----------------------|
| Instructor: | Dr. Henry J. Roth | Meeting Dates: | July 2 – Aug 2, 2012 |
| Phone: | (847) 565-5016 | Class time: | MTWR 12:00n - 2:15pm |
| Email: | hroth720@yahoo.com | Class location: | Robinson Hall A246 |

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. Field experience required.

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 501 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/>].

Core Values Commitment

- The College of Education and 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/>].

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:

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

Required Text

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

Highly Recommended

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

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.

Basis of Course Grade

- Child abuse training module and quiz (15 points)
- Quizzes (15 points)
- Course Paper (25 points)
- Class Participation, including paper presentation (15 points)
- Exam (30 points)

Grading criteria

Undergraduate Grading

| | |
|-----------|------|
| 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.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.

Quizzes

Fifteen quizzes will be conducted covering the reading assignment due that day. Quizzes are 10 questions, pass/fail, obtaining at least 70% to pass. The quizzes are worth 1 point each. They will be conducted at the beginning of each class. Tardiness may result in losing credit for that day's quiz.

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.

COURSE TOPICS

| Date | Reading Due and Quizzes | Topics | Assignments Due |
|------------|-------------------------|---|---|
| Mon, 7/2 | N/A | Introduction, Syllabus, Review expectations for course requirements, History of Spec. Ed. | |
| Tues, 7/3 | Chapter 1 | Assessment Process | |
| Thur, 7/5 | Chapter 2 | Overview of Conceptual Models | |
| Mon, 7/9 | Chapter 3 | Cognitive Model | Sign up for topics for Course Paper |
| Tues, 7/10 | Chapter 4 | Curriculum Model | |
| Wed, 7/11 | Chapter 5 | Behavioral Model | |
| Thur, 7/12 | Chapter 6 | Affective Model | |
| Mon, 7/16 | Chapter 7 | Ecological Model | |
| Tues, 7/17 | Chapter 8 | Review of Conceptual Models | |
| Wed, 7/18 | Chapter 9 | Legal Issues | Child Abuse Training Certificate and Quiz due |
| Thur, 7/19 | Chapter 10 | Collaborative Issues | Course Paper Due |
| Mon, 7/23 | Chapter 11 | Transitional Issues | |
| Tues, 7/24 | Chapter 12 | Strategies for Disruptive Students: Part I | |
| Wed, 7/25 | Chapter 13 | Strategies for Disruptive Students: Part II | |
| Thur, 7/26 | Chapter 14 | Medication strategies: Guest Lecturer | |
| Mon, 7/30 | Chapter 15 | Presentations | |
| Tues, 7/31 | | Presentations | |
| Wed, 8/1 | | Presentations | |
| Thur, 8/2 | | Final Exam | |