



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

EDSE 401-001: *Introduction to Special Education*

CRN: 72570, 3 - Credit(s)

Fall 2012

Instructor: Dr. Michael Repie	Meeting Dates: 08/27/12 - 12/19/12
Phone: (703) 531-6115	Meeting Day(s): Thursday
E-Mail: mrepie@gmu.edu	Meeting Times: 4:30pm - 7:10pm
Office Hours: By Appointment	Meeting Location: R A210

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.

Prerequisite(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. For assistance contact the Special Education Advising Office at (703)993-3145.

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 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 Specialist, Lauren Clark lclarkg@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.

Recommended Textbooks:

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

Required Materials:

N/A

Additional Readings:

N/A

Course's Relationship 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, Special Education – Adapted Curriculum K-12, Special Education: Visual Impairments PK-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 are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> 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. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):*Attendance Policy:*

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 Policy:

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

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).**

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*

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).

TaskStream Submission:

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE 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 NCATE assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale:

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

Schedule:

Date	Reading Due	Concepts	Assignments Due
August 30		Introduction, syllabus, review expectations for course requirements	
September 6		Context of special education	Sign-up for Research Paper Topics
September 13	Chapter 1, 2	Individual education plans	Quiz #1

September 20	Chapter 3, 4	Parents and families, multicultural and bilingual aspects of special education	Quiz #2
September 27	Chapter 5	Individuals with intellectual and developmental disabilities	Quiz #3
October 4	Chapter 6, 7, 10	Individuals with learning disabilities, attention deficit/hyperactivity disorders, and communication disorders	Quiz #4
October 11	Chapter 8	Individuals with emotional or behavioral disorders	Quiz #5
October 18	Chapter 9	Individuals with autism spectrum disorders	Quiz #6
October 25	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
November 1	Chapter 13, 14	Individuals with low-incidence, multiple, and severe disabilities, physical disabilities and other health impairments; Review	Quiz #8
November 8	Chapter 15	Individuals with special gifts and talents	Research Paper Due; Research Paper Presentations
November 15			Research Paper Presentations
November 29			Research Paper Presentations

December 6			Research Paper Presentations
December 13			Exam

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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. <http://cehd.gmu.edu/values/Revised 06/25/12>

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

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.*