



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

Spring 2013

EDSE 401 001: Introduction to Special Education

CRN: 10656, 3 - Credit(s)

Instructor: Dr. Henry Roth	Meeting Dates: 01/23/13 - 05/15/13
Phone: (847) 565-5016	Meeting Day(s): Wednesdays
E-Mail: hroth2@gmu.edu	Meeting Times: 4:30PM-7:10PM
Office Hours: Wed., 4:00-4:30 PM	Meeting Location: Fairfax, KH 205

***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

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. Field experience required.

Prerequisite(s): None

Co-requisite(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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 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 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.

Course 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. 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.

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. [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.

Thirteen quizzes will be conducted covering the reading assignment due that day. Tardiness may result in losing credit for that day's quiz.

Late Work.

Quizzes missed due to tardiness or absence cannot be made up. Late assignments will lose 5 points for each class in which the assignment is not turned in.

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.

Basis of Course Grade:

- Child abuse training module and quiz (10 points)
- Quizzes (1 point/quiz = 13 pts)
- Class participation (1 point/class = 13 pts)

- Course Paper and Presentation (24 points)
- Final Exam (40 points)

Grading Scale

90 - 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
59% and below = F

Assignments

NCATE/TaskStream 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. *This is the first submission to Taskstream for the Signature Assignment for CEC Standard 1. Very important: You must provide a link to this certificate, save and upload, or print and scan it to use as a signature assignment in your electronic portfolio on TaskStream for 401.*

Common Assignments.

Cooperative group work, including in-class evaluation of interventions and case studies.

Other Assignments.

N/A

Schedule

Date	Reading Due and Quizzes	Topics	Assignments Due
Jan. 23	N/A	Introduction, Syllabus, Review expectations for course requirements, History of Spec. Ed.	
Jan. 30	Chapter 1	Assessment Process	Quiz 1
Feb. 6	Chapter 2	Overview of Conceptual Models	Quiz 2
Feb. 13	Chapter 3	Cognitive Model	Sign up for topics for Course Paper Quiz 3
Feb. 20	Chapter 4	Curriculum Model	Quiz 4
Feb. 27	Chapter 5	Behavioral Model	Quiz 5
Mar. 6	Chapter 6	Affective Model	Quiz 6
Mar. 13		SPRING BREAK – NO CLASS	
Mar. 20	Chapter 7	Ecological Model	Quiz 7
Mar. 27	Chapter 8	Review of Conceptual Models	Quiz 8
Apr. 3	Chapter 9	Legal Issues	Child Abuse Training Certificate Quiz 9
Apr. 10	Chapter 10	Strategies for Disruptive Students Identify Dates for Presentation	Course Paper Quiz 10
Apr. 17	Chapter 11	Presentations	Quiz 11
Apr. 24	Chapter <u>12</u> & 13	Presentations	Quiz 12 (on Chapter 12)
May 1	Chapter 14 & <u>15</u>	Presentations / Review for Final Exam	Quiz 13 (on Chapter 15)
May 8		Final Exam	
May 15		Final Exams Returned	

Appendix

KEY COMPONENTS of PAPER	1	2	3	4
Background and historical information regarding the disability				
Characteristics of the disability				
Instructional strategies or behavioral interventions				
Personal philosophy				
Overall the paper reflects a thorough knowledge and comprehensive understanding of each component above. There is an accurate application of subject matter supported by relevant examples.				
Total Points (20 possible)				

KEY COMPONENTS of PRESENTATION	1	2	3	4
Presentation and response to questions reflects a thorough knowledge and comprehensive understanding of the subject matter.				
Subject matter is supported by relevant examples.				
Total Points (4 possible)				